DOCUMENT RESUME

ED 244 923 SP 024 384

TITLE NAIS Workshop Clearinghouse Resource Guide, 1983-84.
INSTITUTION National Association of Independent Schools, Boston, Mass.
PUB DATE Oct 83
NOTE 87p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Admission (School); Counseling; Drug Abuse; *Educational Resources; Educational Technology; Elementary Secondary Education; *Faculty Development; Fine Arts; *Inservice Teacher Education; Interpersonal Competence; Language Skills; Learning Processes; Minority Groups; Parent School Relationship; School Administration; Science Instruction; Sex Education; Social Studies; *Teacher Workshops

ABSTRACT

This guide to 129 workshops selected by the academic services department of the National Association of Independent Schools (NAIS) is divided into three sections. In the first section, workshops are listed and information is provided on the name of the leader, design and content, length, group size, and phone numbers of reference persons. Brief biographies of the leaders, with the catalogue guide number of the workshops they offer, are given in the second section. The third section is an index that lists the workshops according to content. (JD)

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NAIS Workshop Clearinghouse Resource Guide, 1983-84

NAIS Academic Services Committee

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National Association of Independent Schools
18 Tremont Street, Boston, Massachusetts 02108

SP 024 384

INTRODUCTION

The 1983-84 edition of the NAIS Workshop Clearinghouse Resource Guide differs in several ways from the first. First of all, in addition to the 78 workshops that were listed last year, we have 51 new listings. Many of the new workshops are being offered by the original leaders, but many new workshop leaders are represented in this guide.

All of the workshops listed have been selected by the academic services department at NAIS. Although several are brand-new, most have been given in various areas of the country and are only new to this guide.

To make the guide more useful, we have given it a new format this year. You will find all of the workshop listings in the first section. We have edited the entries to make them clear and concise, and we have limited the number of references listed to two. For more detailed information, of course, you should write or call the workshop leaders. Workshops appear in no particular order, but each has been given a catalogue guide number for easy referral.

Brief biographies of the leaders, with the catalogue guide numbers of the workshops they offer, begin on page 66.

The third section, starting on page 79, is an index that lists the workshops according to content. Names of workshop leaders appear in parentheses after the title, along with the workshop's catalogue guide number.

This guide may be used in conjunction with the NAIS Workshop Planning Guide.

October 1983
Boston

WORKSHOP DESCRIPTIONS

(1) CREATIVE WRITING IN THE CLASSROOM

Leader. Carol Burnes, 140 Chestnut St., Weston, Mass. 02193; (617) 891-0869

Design and content. Aimed at enabling teachers of all levels to conduct classroom writing programs, the workshop consists of lectures and group participation, small-group discussions, and opportunities for individual work. Sessions emphasize basic writing skills, focusing on potential uses and benefits of creative writing in the classroom and the teacher's role throughout the writing process, including specific ideas for teaching and evaluating students' writing.

Workshop length. A series of hour-and-a-half-long meetings

Group size. Maximum, 50; minimum, six

References. Renee Rubin, Caryl School, Mass.; (617) 785-1430. Chet Delani, Haynes School, Mass.; (617) 443-9974.

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(2) MAPWORK

Leader. Peter A. Richards, 1509 Ponce de Leon Ave., Atlanta, Ga. 30307; (404) 872-8582

Design and content. Mapping makes the big small and the mysterious clear and understandable; it is not just tracing and coloring. Mapping can also involve the ordinary--memories, bureau drawers, neighborhood hangouts, the best houses for Halloween treats. This workshop, which offers hands-on experience, explores many different possibilities for mapping the imaginary, the ordinary, and the global.

Workshop length. One day

Group size. Maximum, 25; minimum, 10

Reference. David Mallery, NAIS; (215) 242-0731.

(3) ATMOSPHERE, TONE, AND MORALE

Leader. Douglas Heath, 223 Buck Ln., Haverford, Pa. 19041; (215) 649-7037

Design and content. This workshop presents current research on school climate and morale and illustrates ways of understanding a school, grouping participants into teams who organize and analyze data they have gathered about their own school. Sessions discuss how to introduce change into a school's climate and how schools can assess themselves using case study materials. Consultation, for further interpretation and analysis of school data, and various other workshops are also available.

Workshop length. Two days

Group size. Maximum, 60

References. David Mallery, NAIS; (215) 242-0731. Edes P. Gilbert, The Spence School (N.Y.); (212) 289-5940.

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(4) HOW LEARNING TAKES PLACE

Leader. Caleb Gattegno, 63 E. 9th St., New York, N.Y. 10003; (212) 982-8108 (home), (212) 674-2988 (office)

Design and content. Human learning is not conditioning. It stems from the joint working of awareness, sensitivity, the will, previous experience, action, and other components of the self. This workshop helps teachers to improve their own learning skills and to apply these skills to their classroom work. Materials used include videofilms and microcomputers.

Workshop length. Maximum, five days; minimum, three days

Group size. Maximum, 200; minimum, 50

Reference. Gordon H. Clem, St. Thomas Choir School (N.Y.); (212) 247-3311.

(5) ALTERNATIVE APPROACHES TO SECONDARY MATH

Leader. Timothy Barclay, 7 Griggs Ter., Brookline, Mass. 02146; (617) 232-3115 (home), (617) 547-3890 (office)

Design and content. This workshop requires hands-on participation by teachers in a series of manipulative activities and mathematical investigations that combine concept learning and problem solving--alternatives and supplements to traditional text and problem-drill practice. Sessions also explore using the microcomputer as a tool for mathematical exploration and investigation.

Workshop length. One day

Group size. Unlimited

References. David Mallery, NAIS; (215) 242-0731. William Cromley, Germantown Friends School (Pa.); (215) 242-3432.

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(6) ART IN THE CURRICULUM

Leader. Adelaide Sproul, 56 Oliver St., Watertown, Mass. 02172; (617) 926-2877

Design and content. Various workshops are available, all of which aim to develop art programs that fit into daily life and strengthen and enrich the curriculum. Each workshop is tailored to the participants' needs and focuses on a particular concern or material. In general, workshops about materials and techniques--such as painting, drawing, printmaking, weaving, and pottery--are participatory, although time for discussion and viewing films or slides is provided.

Workshop length. Maximum, one week; minimum, three hours

Group size. Maximum, 25; minimum, 10

References. Gordon H. Clem, St. Thomas Choir School (N.Y.); (212) 247-3311. Nancy Langstaff, Lesley College, Mass.; (617) 492-1700.

(7) CRISIS INTERVENTION--A SKILLBUILDING WORKSHOP

Leader. Nancy G. Janus, 170 Ray Rd., New Haven, Conn. 06515; (203) 397-5351

Design and content. This workshop, for boarding and selected day faculty, develops basic listening and counseling skills and increases understanding of normal versus deviant adolescent development. Participants also learn about building an in-school crisis intervention backup network and when to make referrals to clinical practitioners.

Workshop length. Maximum, two days; minimum, one day

Group size. Maximum, 40; minimum, 10

References. Ronald Frederickson, University of Massachusetts, Amherst; (413) 545-0236. Robert Milliken; (203) 667-4337.

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(8) STORYTELLING: HISTORY, TYPES, AND TECHNIQUES OF IMPLEMENTATION

Leader. Virginia A. Tashjian, 278 Belmont St., Watertown, Mass. 02172; (617) 923-0064 (home), (617) 552-7145 (office)

Design and content. This workshop features lectures on storytelling and its history as well as a demonstration of various types of stories with critiques of storytellers who demonstrate them.

Workshop length. Maximum, one day; minimum, half day

Group size. Maximum, unlimited; minimum, 12

Reference. Priscilla Vail, Rippowam-Cisqua School (N.Y.); (914) 666-5156.

(9) POSITIVE APPROACHES TO TEACHER EVALUATION

Leader. Robert C. Hawley, 4 Amherst Rd., Rte. #2, Amherst, Mass. 01002; (413) 253-3582

Design and content. This workshop, which uses lecture, discussion, role play, and case studies, is for administrators and/or entire faculties. Sessions for administrators focus on establishing criteria for evaluation, methods of observing, fostering teacher self-assessment, and giving feedback to help both the veteran and less experienced teacher. For faculties, sessions focus on methods for establishing and improving schoolwide evaluation systems through shared decision-making, self-evaluation, and peer support.

Workshop length. Maximum, three days; minimum, half day

Group size. Unlimited

References. Susan Badger, California Association of Independent Schools; (213) 544-0084. Clay Stites, Friends Academy (Mass.); (617) 999-1356.

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(10) BEGINNING TEACHER INSTITUTES

Co-leader. Peter V. Buttenheim, Berkshire Country Day School, Box 867, Lenox, Mass. 01240; (413) 637-0755

Co-leader. Alan N. Houghton, Connecticut Association of Independent Schools, Box 1310, Madison, Conn. 06643; (203) 245-4843

Design and content. Designed for first- or second-year teachers, sessions explore the concerns of new teachers, including setting personal and professional goals, dealing with highs and lows, handling new relationships, and adjusting to day or boarding school life. Films and various other materials supplement discussion, and participants spend some time in small groups with additional leaders from various independent schools throughout the country.

Workshop length. Maximum, three days; minimum, two days

Group size. Maximum, 35; minimum, 25

Reference. Susan Badger, California Association of Independent Schools; (213) 544-0084.

(11) STRESS MANAGEMENT FOR THE CLASSROOM TEACHER

Co-leader. Robert E. Colclough, 3607 Old Shell Rd., Mobile, Ala. 36608; (205) 344-7252 (home), (205) 344-5358 (office)

Co-leader. Karen Williams, 7 S. Hathaway Rd., Mobile, Ala. 36608; (205) 344-7191 (home), (205) 342-6700 (office)

Design and content. Through lecture, small-group discussion, audience participation, and various handouts, teachers learn to assess their own sources and levels of stress as well as how to deal effectively with stress, from within and outside the classroom.

Workshop length. Maximum, one day; minimum, four hours

Group size. Maximum, 50; minimum, 30

References. Patrick Taylor, St. Paul's Episcopal School (Ala.); (205) 342-6700. Marie Gonzales, St. Paul's Episcopal School (Ala.); (205) 342-6700.

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(12) ART IN THE ELEMENTARY CLASSROOM

Leader. Turner Rogers, College of Education, University South Alabama, Mobile, Ala. 36688; (205) 649-4782 (home), (205) 460-6204 (office)

Design and content. Through lecture, discussion, audiovisual aids, and hands-on experience, this workshop provides guidelines for planning and conducting elementary school art lessons as well as for giving students direction and purpose in using art as a visual language. Participants explore a variety of materials, processes, and motivational approaches.

Workshop length. Maximum, three days; minimum, half day

Group size. Maximum, 40; minimum, one.

References. Beth Dunne, St. Paul's Episcopal School (Ala.); (205) 342-6700. Mary Jo Burgess, Myrtle Grove Center, Fla.; (813) 456-8631.

(13) TEACHING WRITING BY WRITING

Leader. Cynthia Parsons, P.O. Box 516, Chester, Vt. 05143; (802) 875-2278

Design and content. Workshop participants spend little time talking or reading about writing--instead they write and rewrite memos, abstracts, lead paragraphs, and short descriptions and turn poetry into prose and vice versa. They edit and revise their own work as well as that of fellow participants. They learn not only techniques for writing but for teaching writing, enabling them to be writing coaches, not people who merely lecture about and give grades for writing.

Workshop length. Open

Group size. Open

References. Susan Badger, California Association of Independent Schools; (213) 544-0084. Faith Dunne, Dartmouth College, N.H.; (802) 436-2363.

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(14) RECENT TRENDS IN THE TEACHING OF WRITING

Leader. Charles J. Boyle, Springhill College, Mobile, Ala. 36608; (205) 342-2958 (home), (205) 460-2383 (office)

Design and content. This workshop stresses writing as a process and as an instrument of thinking and learning. It consists of brief lectures, alternating with individual exercises. Sessions cover distinctions between expressive (self-directed) and transactional (audience-directed) writing, classroom uses of self-directed writing, changes that must occur as self-directed writing becomes audience-directed, and reader orientation in writing. Time for group discussion is also provided.

Workshop length. One day

Group size. Unlimited

References. J. Russell Frank, Mid-South Association of Independent Schools; (404) 396-6881. Marie Gonzales, St. Paul's Episcopal School (Ala.); (205) 342-6700.

(15) MATHEMATICS FOR THE MIDDLE GRADES

Liaison. William Fitzgerald, Department of Mathematics, Michigan State University, Lansing, Mich. 48924; (517) 351-7129 (home), (517) 353-8499 (office)

Design and content. The Middle Grades Math Project, funded by the National Science Foundation, created five curriculum units. Each unit, which lasts from two to three weeks, consists of a sequence of activities developed for use with a problem-solving instructional model. The workshops, run by one of six project members, lead teachers through the activities and provide time for group discussion of classroom management problems. Topics include growth relationships, spatial visualization, factors and multiples, probability, and similarity.

Workshop length. Maximum, five days; minimum, one day

Group size. Maximum, 50; minimum, eight

Reference. Gordon H. Clem, St. Thomas Choir School (N.Y.); (212) 247-3311.

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(16) LEARNING FROM THE BUILT ENVIRONMENT

Leader. Peter A. Richards, 1509 Ponce de Leon Ave., Atlanta, Ga. 30307; (404) 872-8582

Design and content. The "built environment" is all around us, a cheap, nearby, unexplored learning resource that can teach students how to integrate basic academic skills with observational skills in an exciting way--instead of just reading history, they write it, using primary source materials. Through background information, various activities, and examples of past studies, workshop participants learn how to develop a social studies project based on the ordinary landscape.

Workshop length. Maximum, five days; minimum, one day

Group size. Maximum, 20; minimum, one

References. Marjorie Gatchel, Shady Hill School (Mass.); (617) 868-1260. David Mallery, NAIS; (215) 242-0731.

(17) HEMISPHERIC DEVELOPMENT AND IMPLICATIONS FOR THE CURRICULUM

Leader. Bickley F. Simpson, 76 Brook Hill Rd., Milton, Mass. 02186; (617) 698-7508

Design and content. Workshop participants view a film, Left Brain--Right Brain, and a slide presentation about current brain research and implications for the curriculum--especially in teaching art and computer literacy. The workshop also provides a bibliography and discussion of current innovations in the field.

Workshop length. Maximum, three hours; minimum, hour and a half

Group size. Unlimited

References. David Frothingham, The Pike School (Mass.); (617) 475-1197. Margaret Suby, The Rivers School (Mass.); (617) 235-9300.

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(18) TACTICS--THROUGH ACTIVE CONVERSATION TO INDIVIDUAL COMMUNICATION SKILLS

Leader. Joseph R. Scott, Jr., Middlesex School, 1400 Lowell Rd., Concord, Mass. 01742; (617) 369-2839 (home), (617) 369-2550 (office)

Design and content. Aimed at all humanities teachers, but especially language teachers and students, this workshop challenges participants to discard conventional artificialities of traditional language-learning environments and teaches them how to create a student-centered--not a teacher-centered--classroom. Sessions feature lectures, which must be supplemented by a model class (the participants, if necessary) and various audiovisual materials. Participants also work in small groups to identify teaching problems and solutions using TACTICS methods.

Workshop length. Maximum, two days; minimum, three hours

Group size. Maximum, 60; minimum, six

References. Joel Flashman, St. Thomas Choir School (N.Y.); (212) 247-3311. John P. Nionakis, Foreign Language Services, Mass.; (617) 749-9240.

(19) TEACHING WRITING: METHODS AND MODELS

Co-leader. Richard E. Barbieri, P.O. Box 394, Milton, Mass. 02186; (617) 696-8325 (home), (617) 698-2199 (office)

Co-leader. Ronald Goba, 4 Blackberry Ln., Hingham, Mass. 02043; (617) 749-1367 (home), (617) 749-5320 (office)

Design and content. This presentation includes sessions on descrip-ive and expository writing, sentence and paragraph development, writing about literature, prewriting exercises, peer evaluation, drafting, and revision. Actual writing exercises, talks by guest speakers, and roundtable discussions are the primary forms of instruction. The workshop is normally a four-day residential workshop held at Milton Academy during the last week of July, but the format may be modified for other locations.

Workshop length. Maximum, four days; minimum, one day

Group size. Maximum, 50; minimum, 30

References. Richard Lederer, St. Paul's School (N.H.); (603) 225-3341. David Jones, Saint Andrew's School (Fla.); (305) 395-0720.

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(20) CREATIVE IDEAS FROM CHILDREN'S LITERATURE

Co-leader. Catherine Toohey, 3443 Pacific View Dr., Corona del Mar, Calif. 92625; (714) 559-5629 (home), (714) 640-1410 (office)

Co-leader. Anne Polkingharn, 3443 Pacific View Dr., Corona del Mar, Calif. 92625; (714) 494-3725 (home), (714) 640-1410 (office)

Design and content. This program acquaints teachers, librarians, and reading specialists with specific book titles and related projects that enrich children's reading experiences. Participants also explore examples of original and creative activities and materials that have motivated readers at all levels.

Workshop length. Maximum, three days; minimum, one day

Group size. Maximum, 100; minimum, 20

References. John F. Marder, Harbor Day School (Calif.); (714) 640-1410. Susan Badger, California Association of Independent Schools; (213) 544-0084.

(21) CHILDREN OF DIVORCE AND THE SCHOOL'S RESPONSE

Co-leader. Paul R. Johnson, 8600 Delmar, Suite 10M, St. Louis, Mo. 63124; (314) 458-2985 (home), (314) 993-2711 (office)

Co-leader. Harry Bradley, 8600 Delmar, Suite 10M, St. Louis, Mo. 63124; (314) 727-6558 (home), (314) 993-2711 (office)

Design and content. The impact of divorce on children affects both their development and their learning process. This workshop is based on the belief that it is crucial for schools to examine to what extent divorce is affecting their students and to evaluate what they are doing to respond to such students. The workshop gives teachers, administrators, and divorced parents an opportunity to work together and to learn from each other.

Workshop length. Variable

Group size. Maximum, 300; minimum, 100

References. Stephen Switzer, Community School (Mo.); (314) 991-0005. Edward Cissel, John Burroughs School (Mo.); (314) 993-4040.

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(22) COMPUTER LITERACY FOR TEACHERS AND ADMINISTRATORS

Leader. Steve Bergen, 61 Pleasant St., Brookline, Mass. 02146; (617) 277-5699 (home), (617) 739-0380 (office)

Design and content. This workshop covers the main topics of computer literacy and computer education. Participants learn about hardware technology and see demonstrations of both educational and administrative software. They also learn to write programs in both BASIC and LOGO, substantiating the theme that computer programming is a readily accessible skill. Other topics include Pascal, computer-assisted instruction, word processing, and data processing. The workshop concludes with a discussion of the implications of computerizing and strategies for overcoming common difficulties.

Workshop length. Maximum, one day; minimum, three hours

Group size. Maximum, 50; minimum, 15

References. Thomas Wilcox, Concord Academy (Mass.); (617) 369-6080. Marjo Talbott, NAIS; (617) 723-6900.

(23) EARLY IDENTIFICATION OF THE CHILD WITH THE LEARNING DIFFERENCE. DIAGNOSTIC TEACHING--THE EXCEPTIONAL CHILD IN THE CLASSROOM. PSYCHOEDUCATIONAL ASSESSMENT: FORMAL AND INFORMAL.

Leader. Sherry Migdail, 7301 Connecticut Ave., Chevy Chase, Md. 20815; (301) 652-4519 (home), (301) 654-4985 (office)

Design and content. These workshops are for teachers, administrators, early childhood educators, reading and language teachers, psychologists, and resource personnel. The sessions, which actively involve participants, provide information and techniques for working with children who have learning or developmental problems as well as the opportunity to discuss case studies and design remedial materials. Workshops may be tailored to meet the schools' particular concerns.

Workshop length. Maximum, one week; minimum, two days

Group size. Maximum, 40; minimum, 20

References. Idanelle McMurry, The Hockaday School (Tex.); (214) 363-6311. David Mallery, NAIS; (215) 242-0731.

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(24) TOMORROW IS HERE TODAY: A VIDEOTAPE WORKSHOP

Co-Leader. Joyce Prince, 1175 Brook Rd., Milton, Mass. 02186; (617) 696-8217 (home), (617) 843-3580 (office)

Co-leader. Joy Renjilian-Burgy, 726 Washington St., Wellesley, Mass. 02181; (617) 235-2700 (home), (617) 235-0320 (office)

Design and content. Through lecture, discussion, and demonstration, the workshop teaches about effective uses of videotape in the foreign language classroom. Participants also learn how to use video equipment and prepare original tapes. They receive sample language and culture units and information about commercial resources for videotape rental and purchase.

Workshop length. Maximum, one day; minimum, one day

Group size. Maximum, 20; minimum, 10

References. David Sylvester; (617) 843-3580. Frances Parsons; (617) 843-3580.

(25) THE USES OF POETRY

Leader. Richard Lewis, 141 E. 88th St., New York, N.Y. 10028; (212) 427-5495 (home), (212) 831-7717 (office)

Design and content. This workshop is for people interested in expanding the "uses" of poetry and the "poetic experience" in the wider context of the curriculum. Discussions center first on poetry's role in various cultures and then on how it can become a part of other art forms, particularly through a thematic curriculum. Examples are drawn from Mr. Lewis' anthologies of writings by children--Miracles, Journeys, and There Are Two Lives as well as I Breathe a New Song, The Moment of Wonder, and Out of the Earth I Sing.

Workshop length. Maximum, one week; minimum, one day

Group size. Maximum, 40; minimum, 10

References. Nancy Langstaff, Lesley College, Mass.; (617) 868-9600. Gordon H. Clem, St. Thomas Choir School (N.Y.); (212) 247-3311.

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(26) CONSIDERATION OF THE ROLE OF BLACK STUDENTS IN THE INDEPENDENT SCHOOL SETTING: ARE THEIR NEEDS BEING MET?

Leader. Carlotta G. Miles, 3000 Connecticut Ave., N.W., Washington, D.C. 20008; (202) 462-0770

Design and content. This workshop, which is for faculty and administrators in both boarding and day schools, features a panel of black students and teachers from independent schools. Through lecture, discussion, and talks with consultants, participants explore the history of black students in private boarding and day schools, both their impact and their personal benefit. The setting provides an opportunity for in-depth exchange about the questions and problems--and possible solutions--of black students in predominantly white independent schools.

Workshop length. Variable

Group size. Maximum, 200; minimum, 50

Reference. Gordon H. Clem, St. Thomas Choir School (N.Y.); (212) 247-3311.

(27) PRESERVING THE BEST OF THE '60'S

Leader. Philip F. McKean, W. Mountain Rd., Bernardston, Mass. 01337; (413) 648-9611 (home), (413) 498-5311, (office)

Design and content. The "'60's" are often referred to as a turning point in our perception of contemporary history; the decade was filled with educational challenges and innovations combining ideas and actions. Using an ethnohistorical and narrative approach, the workshop encourages participants to recall the 1960's and to distill the ideas and events that may serve coming generations.

Workshop length. Maximum, three hours; minimum, hour and a half

Group size. Maximum, 50; minimum, 12

References. Thomas A. Jones, The Putney School (Vt.); (802) 387-5566. William Batty, Northfield Mount Hermon School (Mass.); (413) 498-5311.

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(28) INTERGENERATIONAL EDUCATION

Leader. Arlene Symons, 1490 E. 22nd St., Brooklyn, N.Y. 11210; (212) 252-7561

Design and content. This workshop is for faculty and administrators interested in developing a community outreach program. Participants share in the discussion and view Ms. Symons' award-winning film, Close Harmony.

Workshop length. Maximum, three hours; minimum, two hours

Group size. Unlimited

References. Joan McMenamin, The Nightingale-Bamford School (N.Y.); (212) 289-5020. Jack Kamaiko, Hunter College, N.Y.; (516) 477-2362.

(29) WRITING--HOW TO STIMULATE, DEAL WITH, AND IMPROVE IT

Leader. Eric W. Johnson, 6110 Ardleigh St., Philadelphia, Pa. 19138; (215) 848-3238 (home), (215) 843-0400 (office)

Design and content. This workshop emphasizes practical matters, not theory. Through brief lectures and demonstrations, sessions provide information on how to stimulate, teach, and improve the writing of students in grades 4-12. Some of the topics covered include correcting, editing, and evaluating writing, involving students in the entire process, teaching students how to select and develop materials, organizing different types of writing, relating writing to reading, and relating writing to students' lives. Participants work in groups of different sizes to "learn by doing."

Workshop length. Maximum, three days; minimum, half day

Group size. Maximum, 50; minimum, 10.

Reference. David Mallery, NAIS; (215) 242-0731.

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(30) SEMINAR FOR EXPERIENCED TEACHERS

Co-leader. Marvel Schauffler, The Bush School, 405 36th Ave., E., Seattle, Wash. 92112; (206) 938-1425 (home), (206) 322-7978 (office)

Co-leader. Stephen Davenport, The Athenian School, 2100 Mt. Diablo Scenic Blvd., Danville, Calif. 94526; (415) 837-5375

Co-leader. Peter V. Buttenheim, Berkshire Country Day School, Box 867, Lenox, Mass. 01240; (413) 637-0755

Design and content. Normally a three-day seminar designed to give experienced teachers a shot in the arm through exchanges with other experienced teachers, the group gathers at a camp in the San Juan Islands. In this rugged but informal and pleasant setting, participants break into variously sized groups to discuss subjects that help them gain perspective on themselves, their schools, and their futures.

Workshop length. Maximum, four days; minimum, two and a half days

Group size. Maximum, 36; minimum, 25

References. Leslie Larsen, The Bush School (Wash.); (206) 322-7978. Louis Knight, NAIS; (617) 723-6900.

(31) MANAGEMENT SKILLS FOR THE CLASSROOM

Co-leader. Douglas Jennings, Forsyth Country Day School of Winston-Salem, 5501 Shallowford Rd., Lewisville, N.C. 27023; (919) 765-7541 (home), (919) 945-3151 (office)

Co-leader. Peg Madden, Hathaway Brown School, 19600 N. Park Blvd., Shaker Heights, Ohio 44122; (216) 751-0084 (home), (216) 932-4214 (office)

Design and content. This workshop is for teachers and administrators (grades 5-12) and is especially helpful for new teachers and teacher-trainers. Sessions explore significant points of learning theory and present specific techniques for analyzing and improving classroom environments. Areas addressed include getting started, pacing, feedback, serious problems, and evaluation.

Workshop length. Maximum, three days; minimum, five hours

Group size. Maximum, 80; minimum, 20

Reference. J. Russell Frank, Mid-South Association of Independent Schools; (404) 396-6881.

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(32) STUDENT LEADERSHIP WORKSHOP

Co-leader. Douglas Jennings, Forsyth Country Day School of Winston-Salem, 5501 Shallowford Rd., Lewisville, N.C. 27023; (919) 765-7541 (home), (919) 945-3151 (office)

Co-leader. Peg Madden, Hathaway Brown School, 19600 N. Park Blvd., Shaker Heights, Ohio 44122; (216) 751-0084 (home), (216) 932-4214 (office)

Design and content. This workshop, for student leaders in grades 8-12 and their faculty advisers, applies corporate models of organizational structure, communication skills, and leadership styles to the school's structure. Participants learn about basic management theory and practice skills needed for organizing groups, leading meetings, making decisions, and resolving conflicts.

Workshop length. Maximum, two days; minimum, five hours

Group size. Maximum, 100; minimum, 25

Reference. Robert Haarlow. North Carolina Association of Independent Schools; (919) 692-6920.

(33) THE TEACHER AS ADVISER

Co-leader. Douglas Jennings, Forsyth Country Day School of Winston-Salem, 5501 Shallowford Rd., Lewisville, N.C. 27023; (919) 765-7541 (home), (919) 945-3151 (office)

Co-leader. Peg Madden, Hathaway Brown School, 19600 N. Park Blvd., Shaker Heights, Ohio 44122; (216) 751-0084 (home), (216) 932-4214 (office)

Design and content. Although they may have little training in counseling techniques, independent school teachers often find themselves advising students--whether as appointed counselors or in informal situations. Through case studies, role play, and observation, workshop participants learn about one-to-one counseling, interviewing techniques, building trust, clarifying problems, and establishing goals as well as how this knowledge can be applied in a classroom.

Workshop length. Maximum, six hours; minimum, three hours

Group size. Maximum, 100; minimum, 15

References. James Manning, Albany Academy (N.Y.); (518) 465-1461. F. Robertson Hershey, Durham Academy (N.C.); (919) 489-9118.

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(34) MORAL EDUCATION

Leader. David E. Purpel, School of Education, University of North Carolina, Greensboro, N.C. 27412; (919) 275-7127 (home), (919) 379-5100 (office)

Design and content. This workshop deals with the inevitability of moral education--covert, tacit, or open. Topics covered include curricular approaches to moral education, such as specialized programs or courses--like ethics, philosophy, or theology--integration of moral education into existing course structures, the hidden curriculum, and the significance of what schools and teachers do in this area.

Workshop length. Maximum, three days; minimum, one day

Group size. Maximum, 35; minimum, 10

References. James Hendrix, Greensboro Day School (N.C.); (919) 288-8890. Isabel Griffin, Foxcroft School (Va.); (703) 687-5555.

(35) THE FIRST THREE YEARS OF TEACHING

Co-leader. Todd Horn, The Colorado Springs School, 21 Broadmoor Ave., Colorado Springs, Colo. 80906; (303) 475-9747

Co-leader. Keith Warner, Kent Denver Country Day School, 400 E. Quincy Ave., Englewood, Colo. 80110; (303) 770-7760

Design and content. New teachers, like any new professionals, face many responsibilities that are demanding and emotionally taxing. Such stress creates a strong need for a support group that transcends any single institution. This workshop gives participants time to pause, reflect, and exchange feelings and specific strategies that can help them to become more effective teachers. Rewards and frustrations, establishing a support group, and developing rapport with students and other teachers are some of the topics discussed.

Workshop length. Maximum, two and a half days; minimum, day and a half

Group size. Maximum, 35; minimum, 15

References. Jerry Cathey; (617) 277-2456. Robert Colwell, Association of Colorado Independent Schools; (303) 377-8006 or 838-5378.

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(36) EVALUATION OF TEACHERS

Leader. Dulany O. Bennett, 126 E. Sedgwick St., Philadelphia, Pa. 19119; (215) 849-5622 (home), (215) 848-5714 (office)

Design and content. Through lecture, discussion, case study, and role play, this workshop helps teachers and administrators develop their evaluation skills--how to identify colleagues whose performance they think is weak and how then to help them respond to criticism and find possible solutions. The emphasis is on direct, clear, and frank dialogue.

Workshop length. Maximum, two days; minimum, two hours

Group size. Maximum, 50; minimum, eight

References. David Mallery, NAIS; (215) 242-0731. Robert Hallett, Friends' Central School (Pa.); (215) 649-7440.

(37) MEETING MANAGEMENT (GROUP DISCUSSION LEADERSHIP)

Leader. Ronald Hyman, Graduate School of Education, Rutgers University, New Brunswick, N.J. 08903; (201) 846-1514 (home), (201) 932-7874 (office)

Design and content. After viewing several videotaped meetings, workshop participants analyze and discuss roles people play in faculty meetings. They explore how to cope with those playing negative roles, how to promote cooperation, and how to give feedback. Either as a supplement or as a separate program, groups may participate in a simulation activity followed by a discussion of the value of group problem solving and appropriate decision-making procedures for faculty and other small groups.

Workshop length. Maximum, one day; minimum, two hours

Group size. Maximum, 60; minimum, 10

References. Louis Knight, NAIS; (617) 723-6900. David Eastburn, Milton Academy (Mass.); (617) 698-7800.

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(38) ADVENTURE EDUCATION

Leader. Dan Shechtman, 728 W. De Bue St., Philadelphia, Pa. 19119; (215) 844-5960 (home), (215) 438-5714 (office)

Design and content. Workshop members learn about adventure education through participation in group initiatives, ropes course experience, and rappeling. After these activities, they discuss the benefits of this "Outward Bound" approach to education. In two-day workshops, participants learn how to acquire equipment, construct a ropes course, and train staff.

Workshop length. Maximum, two days; minimum, one day

Group size. Maximum, 30; minimum, 10

References. Fred Calder, Germantown Friends School (Pa.); (215) 438-5714. David Mallery, NAIS; (215) 242-0731.

(39) IT TAKES A TEAM

Leader. Patricia S. Koppman, 5234 W. Falls View Dr., San Diego, Calif. 92115; (714) 468-3892 (home), (714) 265-9210 (office)

Design and content. This workshop varies according to length. A one-hour presentation outlines the necessity for different groups to work together to win the "educational ball game." Topics reviewed include the roles of legislatures, parents, administrators, teachers, and students. An extended workshop focuses on the role of the teacher, with specific activities for attaining that role.

Workshop length. Maximum, four hours; minimum, one hour

Group size. Unlimited

References. Marjorie Chiafery, Reeds Ferry Elementary School, N.H.; (603) 424-7751. Romeo H. Camozzi, Poway Schools, Calif.; (714) 748-0010.

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(40) MOTIVATING TEACHERS AND STUDENTS

Leader. W. F. Hullihan, 6 Bahia Ln., West Palm Beach, Fla. 33406; (305) 686-6908 (home), (305) 848-1420 (office)

Design and content. Since an undermotivated teacher rarely inspires students, motivation must begin with the faculty. Through lecture, discussion, and role play, the workshop applies various learning and self-concept theories to classroom situations so that teachers can be more successful in helping their students to learn more and to adapt more appropriate, less self-defeating behavior.

Workshop length. Maximum, six hours; minimum, four hours

Group size. Unlimited

References. John Marder, Harbor Day School (Calif.); (714) 740-1410. Richard Garten, Gulf Stream School (Fla.); (305) 276-5225.

(41) CREATIVE TEACHING

Leader. Henry Drewry, 228 West College, Princeton University, Princeton, N.J. 08540; (609) 452-2855 (home), (609) 452-3336 (office)

Design and content. This workshop, for beginning teachers, offers a general discussion of the need for meaningful variety in students' learning experiences. Group members participate in a simulation game.

Workshop length. Maximum, three hours; minimum, two hours

Group size. Maximum, 30; minimum, 15

Reference. Jim Chudomel, NAIS; (617) 723-6900.

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(42) PARENT INVOLVEMENT AT HOME AND AT SCHOOL

Leader. Patricia S. Koppman, 5234 W. Falls View Dr., San Diego, Calif. 92115; (714) 468-3892 (home), (714) 265-9210 (office)

Design and content. Meeting the needs of both educators and parents can foster a partnership between the two groups and help students achieve their ultimate level of success. Through lecture and small-group discussions, this workshop provides a model for working effectively with parents and the community. It is recommended that an evening session of ideas and activities for parents be planned, to motivate and encourage involvement in their children's education.

Workshop length. One day (educators); hour and a half (parents)

Group size. Unlimited

References. Lloyd McLain, Farb Middle School, Calif.; (714) 292-0438. Ervin Nephew, Education Unlimited, Ore.; (503) 645-1717.

(43) TEACHING READING EFFECTIVELY

Leader. Patricia S. Koppman, 5234 W. Falls View Dr., San Diego, Calif. 92115; (714) 468-3892 (home), (714) 265-9210 (office)

Design and content. Through lecture, small-group discussion, and, in extended sessions, "hands on" activity time, this workshop presents strategies for teaching reading. Sessions focus on understanding, using, and extending basal readership and exploring a teaching model and specific reading activities. The leader designs the workshop to meet the school's needs and helps in further development of a reading program.

Workshop length. Maximum, one day; minimum, half day

Group size. Unlimited

References. John Marder, Harbor Day School (Calif.); (714) 740-1410. Bill Riess, Ginn & Company, Mass.; (617) 861-1670.

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(44) WRITING ACROSS THE CURRICULUM

Liaison. Sondra Perl, New York City Writing Project, Herbert H. Lehman College, Bronx, N.Y. 10468; (212) 960-8758

Liaison. Richard Sterling, Herbert H. Lehman College, Bronx, N.Y. 10468; (212) 960-8758

Design and content. The New York City Writing Project is one of 94 affiliates of the National Writing Project, in Berkeley, California. In these workshops, which are led by experienced classroom teachers, participants examine their own writing processes and the implications for their students. Workshops are tailored to meet individual school's needs. They may cover such topics as journal writing, writing and learning, and using small groups to teach revision.

Workshop length. Maximum, four weeks; minimum, one day

Group size. Maximum, 40; minimum, 15

References. Philip Deely, The Ethel Walker School (Conn.); (203) 658-4467. Mark Goldberg, Shoreham-Wadding River High School, N.Y.; (516) 929-8500.

(45) EDUCATION FOR WOMEN'S DEVELOPMENT

Leader. Jill Mattick Tarule, 22 River St., Plymouth St., Plymouth, Mass. 02360; (617) 747-2345

Co-leaders. Nancy Goldberger, Blythe Clinchy, and Mary Belenky

Design and content. This workshop, based on three years' developmental research on women of all ages in varying educational environments, helps participants improve learning environments for both women and men. Through lecture, group exercises, case studies, and interviewing, the workshop provides information on how education can support women's epistemological development, their sense of competence and efficacy, and their self-image and self-esteem. Other related topics may be worked out with individual groups.

Workshop length. Maximum, two and a half days; minimum, half day

Group size. Maximum, 50; minimum, 10

References. Phyllis Powell, Phillips Academy (Mass.); (617) 475-3400. Janet Lieberman, La Guardia Community College, N.Y.; (212) 626-8740.

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(46) ADOLESCENT CRISES.

Leader. Louise M. Conley, Kent Place School, Summit, N.J. 07901; (201) 966-9046 (home), (201) 273-0900 (office)

Design and content. Workshop participants discuss crises--developmental and extraordinary--that may occur in adolescents. Topics covered include the search for identity, loss through divorce and/or death, depression, substance abuse, peer pressure, and other possible interferences with sound school achievement. The workshops also explores how to get the most out of parent conferences.

Workshop length. Maximum, two days; minimum, three hours

Group size. Unlimited

Reference. Louis Knight, NAIS; (617) 723-6900.

(47) DEVELOPMENTAL NEEDS OF CHILDREN IN GRADES 1-8

Leader. Louise M. Conley, Kent Place School, Summit, N.J. 07901; (201) 966-9046 (home), (201) 273-0900 (office)

Design and content. Workshop participants discuss developmental needs, including analyses of crises--developmental and extraordinary--that occur in children between the ages of six and thirteen. Topics covered include improving self-esteem, loss through death and/or divorce, sources of stress, and other possible interferences with sound school achievement. The workshop also explores how to get the most out of parent conferences.

Workshop length. Maximum, two days; minimum, three hours

Group size. Unlimited

Reference. Louis Knight, NAIS; (617) 723-6900.

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(48) MULTISENSORY TEACHING + DISCOVERY LEARNING = SUCCESS IN ANY CLASSROOM

Leader. Aylett Cox, 4577 Rheims Pl., Dallas, Tex. 75205; (214) 528-5524 (home), (214) 522-2919 (office)

Co-leader. Don Jones, 607 Frank Keasler Blvd., Duncanville, Tex. 75116; (214) 298-3273 (home), (214) 522-2919 (office)

Design and content. This workshop is for teachers--including those who teach dyslexics--parents, administrators, and language therapists. Through audiovisual aids, lectures, seminars, and hands-on experience, participants learn how multisensory teaching can improve written language skills in their students who have already acquired related oral language skills.

Workshop length. Maximum, five days; minimum, half day

Group size. Maximum, 50; minimum, 20

References. Phillip Foote, The Greenhill School (Tex.); (214) 661-1211. Doris Watson, Trinity School of Midland, Texas; (915) 697-3281.

(49) THE WELL-TEMPERED OUTCAST: THE LEARNING DISABLED STUDENT IN INDEPEPENDENT SCHOOLS

Leader. Heidi Ann Schneider, 2312 Lyndale Ave., S., #307, Minneapolis, Minn. 55405; (612) 377-2625 (home), (612) 377-5000 (office)

Design and content. This workshop is for classroom teachers, counselors, parents, and advisers of learning disabled students, particularly the concerned nonspecialist. Through lecture, case studies, small-group sessions, and discussion, the workshop examines (1) the variety of problems that learning disabled students encounter in daily life and (2) the special capacities of independent school educators to help these students. Topics include informal diagnosis of learning disabilities, improving organizational and study skills, and encouraging development of social skills.

Workshop length. Maximum, eight hours; minimum, three hours

Group size. Maximum, 50; minimum, 10

References. Pearl Kane, Teachers Collge, Columbia University, N.Y.; (212) 678-3156. Donald Jacobs, Kents Hill School (Me.); (207) 685-4914.

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(50) EFFECTIVE MANAGEMENT-PLANNING TECHNIQUES

Leader. Jerry C. Millhon, 144 E. 5th St., Perrysburg, Ohio 43551; (419) 874-4583 (home), (419) 531-8088 (office)

Design and content. Workshop participants discuss and analyze their strengths and weaknesses as a management group, as well as the joys and frustrations of leadership. They then begin to design ways to improve their management-planning skills and implement these ideas.

Workshop length. Maximum, two days; minimum, one day

Group size. Maximum, 20; minimum, four

References. Frank J. Hogan, III, The Elgin Academy (Ill.); (312) 695-0300. Dennis A. Collins, San Francisco University High School (Calif.); (415) 346-8400.

(51) MATHEMATICS LEARNING: A TALE OF TWO HEMISPHERES

Leader. Maria R. Marolda, Jacob's Gate Rd., Harvard, Mass. 01451; (617) 456-8010 (home), (617) 735-6391 (office)

Design and content. Through informal discussion, individual and group experiments in diagnostic techniques, and hands-on experience with specific materials, this workshop examines mathematical learning from a neuropsychological perspective, including consideration of left brain/right brain issues and how people's individual learning styles affect comprehension. Participants review specific prescriptive teaching techniques and materials used to address the development of mathematical talent.

Workshop length. Two hour sessions; number of sessions variable

Group size. Maximum, 40; minimum, one

References. Patricia Davidson, University of Massachusetts, Boston; (617) 925-6542. Gordon H. Clem, St. Thomas Choir School (N.Y.); (212) 247-3311.

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(52) JOYFUL NATURE EXPERIENCES WITH CHILDREN

Leader. Jean Reece Worthley, 11821 Bonita Ave., Owings Mills, Md. 21117; (301) 356-7582

Design and content. This workshop is for teachers of grades K-6. The leader examines specimens of readily available natural materials, shows how to use all of the senses to make careful observations, offers tips on nurturing children's sense of wonder, and provides information about further resources.

Workshop length. Maximum, three hours; minimum, one hour

Group size. Maximum, 20; minimum, 10

References. Robert Lightburn, St. Thomas Choir School (N.Y.); (212) 247-3311. Barbara Klein, Milford Mill Child Development Center, Md.; (301) 486-5548.

(53) MATH AND ART

Leader. Don Cohen, 809 Stratford Dr., Champaign, Ill. 61820; (217) 356-4761

Design and content. Workshop members participate in various activities that explore change in mathematics and art, including symmetry, similarity, proportion (for example, the golden triangle and the nautilus shell), and pattern (in numbers and graphs).

Workshop length. Maximum, two days; minimum, one day

Group size. Maximum, 20; minimum, 10

Reference. Gordon H. Clem, St. Thomas Choir School (N.Y.); (212) 247-3311.

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(54) MULTISENSORY MATH: DIAGNOSIS AND REMEDIATION OF MATHEMATICAL LEARNING DISABILITIES

Leader. Kathleen Joyce Steeves, 309 Woodlawn Rd., Baltimore, Md. 21210; (301) 366-6491 (home), (301) 653-2700 (office)

Design and content. This workshop, which is for elementary, middle school, and special education teachers as well as school psychologists, presents practical ideas for identifying and remedying problems in mathematics. Sessions offer suggestions for making mathematics not only successful but enjoyable for the student who has been experiencing difficulty and failure.

Workshop length. Maximum, 30 hours; minimum, one day

Group size. Maximum, 50; minimum, 10

References. Gilbert Schiffman, Johns Hopkins University, Md.; (301) 338-8272. David Malin, The Jemicy School, Md.; (301) 653-2700.

(55) PROBLEM SOLVING IN THE MATHEMATICS CLASSROOM

Leader. Robert Willcutt, 47 Appleton St., Boston, Mass. 02116; (617) 482-7284 (home), (617) 353-3285 (office)

Design and content. Problem solving must be a vital part of the mathematics curriculum. This workshop concentrates on strategies and content that can improve students' problem-solving skills. Participants work with manipulative materials and problems that utilize both analytical and spatial reasoning abilities.

Workshop length. Maximum, one day; minimum, two and a half hours

Group size. Maximum, 40; minimum, 10

References. Gordon H. Clem, St. Thomas Choir School (N.Y.); (212) 247-3311. Ann Grady, Copley High School, Mass.; (617) 267-9805.

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(56) EVALUATION WORKSHOPS

Leader. Ralph O. West, New England Association of Schools and Colleges, The Sanborn House, 15 High St., Winchester, Mass. 01890; (617) 227-0940 (home), (617) 729-6762 (office)

Design and content. Through simulation and a case study of a school undergoing evaluation, the workshop attempts to sensitize people taking part in the process--both potential visiting committee members and responsible staff members of schools preparing for evaluation--to the issues involved.

Workshop length. Two days

Group size. Maximum, 50; minimum, 25

References. David Blanchard, Tower Hill School (Del.); (302) 575-0550. Jerome Pieh, Milton Academy (Mass.); (617) 698-7800.

(57) EDUCATION FOR PARENTING

Leader. Sara P. Scattergood, Education for Parenting, 31 W. Coulter St., Philadelphia, Pa. 19144; (215) 844-7644 (home), (215) 438-1255 (office)

Co-leader. Harriet Heath, Education for Parenting, 31 W. Coulter St., Philadelphia, Pa. 19144; (215) 438-1255

Co-leader. Sandra Meyer, Education for Parenting, 31 W. Coulter St., Philadelphia, Pa. 19144; (215) 438-1255

Design and content. The Education for Parenting program aims to teach students in grades K-12 about child development and child rearing, to help them be informed, creative, and responsible parents if they choose to have children. Through lecture, discussion, audiovisual aids, and resource materials, this workshop shows teachers how to develop their own Education for Parenting curriculum.

Workshop length. Maximum, two days; minimum, half day

Group size. Maximum, 50; minimum, 25

References. David Mallery, NAIS; (215) 242-0731. Adelbert Mason, Friends Council on Education, Pa.; (215) 563-2752.

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(58) CONCERNING FIRST PERSON: A CONFERENCE FOR TEACHERS OF WRITING

Leader. David Sanders, St. John's College, Santa Fe, N.M. 87501; (505) 982-3691

Design and content. This workshop is for teachers and would-be teachers of narrative writing, as well as for those interested in seeing students of widely varying ages work together as peers. Sessions begin with a discussion of First Person, a course in narrative writing taught by the workshop leader, and an exchange of philosophical and pragmatic concerns. Later, participants split into smaller groups to read and discuss actual papers.

Workshop length. Maximum, two days; minimum, half day

Group size. Maximum, 50; minimum, 20

References. David Mallery, NAIS; (215) 242-0731. Fred Calder, Germantown Friends School (Pa.); (215) 438-5714.

(59) GIFTED CHILDREN: WONDERS AND WORRIES

Co-leader. Priscilla L. Vail, Guard Hill Rd., Bedford, N.Y. 10506; (914) 234-7423 (home), (914) 666-5156 (office)

Co-leader. Waldo B. Jones, McLean St., Bedford Hills, N.Y. 10506; (914) 666-5156

Design and content. Gifted and talented children can make great contributions to the arts, science, politics, and ethics of society; yet they are often misunderstood in school, jeopardizing precious potential. This workshop, designed to help classroom teachers and others meet the social, emotional, and intellectual needs of these children, balances theory and philosophy with practical application. Participants receive and develop materials that may be used with individual students, small groups, and whole classes--as well as with gifted students who have learning disabilities.

Workshop length. Maximum, six days; minimum, two days

Group size. Maximum, 45; minimum, 12

References. Merry Golden Tritschler, The Bancroft School (Mass.); (617) 853-2640. Jane Shipp, Lincoln School (R.I.); (401) 331-9696.

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(60) TEACHING ELEMENTARY SCIENCE ON A SHOESTRING

Leader. Herb Strongin, 1390 West Ridge, Portola Valley, Calif. 94025; (415) 851-7845 (home), (415) 386-4203 (office)

Design and content. Common, everyday materials can demonstrate fundamental scientific concepts. This workshop, based on Science on a Shoestring, a teacher's guide written by the workshop leader and given to participants, is for teachers, preschool through grade 7, who have few supplies, little or no science background, and a fear of teaching science. Participants learn how to introduce exciting and significant activities into their classroom or school at a cost of roughly $1 per student, per year. The workshop incorporates related math and language skills.

Workshop length. Maximum, unlimited; minimum, half day

Group size. Unlimited.

Reference. Jim Chudomel, NAIS; (617) 723-6900. Jack Osander, Independent Educational Services, N.J.; (609) 921-6195.

(61) WHOLE BRAIN WORKSHOPS

Leader. Chuck Boothby, 54 E. Main St., Moorestown, N.J. 08057; (609) 234-3744

Design and content. Four workshops are available. In the Whole Brain Workshop, a basic introduction to the two brain hemispheres, participants learn how to gain access to the right brain and to be aware of their own thinking, learning, and communicating preferences.

The Whole Brain Community Workshop aims to build trust within a community. Participants learn to acknowledge both left and right modes of brain communication.

In the Whole Brain Creativity Workshop, participants learn about the processes of preparation, incubation, illumination, and verification for whole brain problem solving, which uses both hemispheres.

The Whole Brain Education Workshop explores the general educational implications of recent brain research and, more specifically, ways to teach to a group having varying learning styles.

Workshop length. Maximum, one day (preferable); minimum, one evening

Group size. Maximum, 100; minimum, 10

Reference. David Mallery, NAIS; (215) 242-0731.

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(62) ELEMENTARY MATHEMATICS USING MANIPULATIVE MATERIALS AND PUZZLE ACTIVITIES

Leader. Robert F. Lawler, Shady Hill School, 178 Coolidge Hill, Cambridge, Mass. 02238; (617) 862-0194 (home), (617) 868-1260 (office)

Design and content. This workshop, for mathematics teachers of grades 1-7, uses manipulatives--such as geoboards, Cuisenaire Rods, attribute materials, and pattern blocks--and game activities to illustrate basic mathematical principles, foster the development and testing of hypotheses, and provide interesting settings for needed drill work.

Workshop length. Maximum, five days; minimum, one day

Group size. Maximum, 25; minimum, 10

References. Joseph Segar, Shady Hill School (Mass.); (617) 868-1260. Robert Willcutt, Boston University; (617) 353-3285.

(63) BRINGING THE BRAIN TO SCHOOL

Leader. Jane M. Healy, Hathaway Brown School, 19600 N. Park Blvd., Shaker Heights, Ohio 44122; (216) 946-2446 (home), (216) 932-4214 (office)

Design and content. Through lecture and discussion, this workshop, for faculty and administrators, presents current findings in neuropsychology and neurolinguistics that have direct relevance to teaching and learning at all age levels. Topics covered include brain growth stages and their implications for curriculum, planning teaching strategies to accommodate both left and right hemisphere styles of information processing, and the identification and treatment of learning differences in the classroom. The workshop may be designed to meet the particular needs of a given school, and an evening session for parents may be included.

Workshop length. Maximum, one day; minimum, two hours

Group size. Unlimited

References. Elaine Betts, Albany Academy for Girls (N.Y.); (518) 463-2201. Louis Knight, NAIS; (617) 723-6900.

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(64) A SPECIAL SEMINAR FOR THE EXPERIENCED PRO

Leader. David Mallery, 8117 Germantown Ave., Philadelphia, Pa. 19118; (215) 247-3113 (home), (215) 242-0731 (office)

Design and content. This workshop is for experienced teachers of all subjects and grade levels. Working in variously sized groups and combinations, participants share and explore experiences, concerns, and practices and develop possible teaching strategies. Sessions draw upon the talents, special interests, experiences, energies, and hopes of the individual participants, keeping in mind their hopes and concerns for personal and professional growth, their service as educators, and their own journeys as people.

Workshop length. Two and a half days

Group size. Maximum, 100; minimum, 10

References. Adelbert Mason, Friends Council on Education, Pa.; (215) 563-2752. Read Albright, The Fenn School (Mass.); (617) 369-5800.

(65) A TEACHER'S CAREER: THE FIRST FIVE YEARS

Leader. David Mallery, 8117 Germantown Ave., Philadelphia, Pa. 19118; (215) 247-3113 (home), (215) 242-0731 (office)

Design and content. Through discussion, presentations, and several feature films, this workshop helps participants to gain some useful perspective on themselves as teachers and learners and to develop their personal style and vision in terms of their particular teaching environment. Some of the topics covered include strategies for developing as a teacher, establishing professional and personal connections beyond one's own school, counseling students, evaluating students' progress, and working with parents. Participants work in various combinations and individually.

Workshop length. Two and a half days

Group size. Maximum, 100; minimum, 10

References. Adelbert Mason, Friends Council on Education, Pa.; (215) 563-2752. Frank Wallace, Colorado Academy; (303) 986-1501.

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(66) SEMINAR FOR THE TEACHER-ADMINISTRATOR

Leader. David Mallery, 8117 Germantown Ave., Philadelphia, Pa. 19118; (215) 247-3113 (home), (215) 242-0731 (office)

Design and content. This workshop--for anyone who both teaches and "administers"--helps participants explore the juggling act of organizing and managing teaching and continuing to pursue and develop that which first drew them to the profession. Drawing on the richness of experience within the group, participants work to develop strategies for both their schools and their own careers.

Workshop length. Two and a half days

Group size. Maximum, 100; minimum, 10

References. Adelbert Mason, Friends Council on Education, Pa.; (215) 563-2752. Waldo B. Jones, Rippowam-Cisqua School (N.Y.); (914) 666-5156.

(67) WITHIN A SINGLE SCHOOL: A DAY OF COLLEAGUESHIP FOR A SCHOOL FACULTY

Leader. David Mallery, 8117 Germantown Ave., Philadelphia, Pa. 19118; (215) 247-3113 (home), (215) 242-0731 (office)

Design and content. This workshop is for a school's whole faculty--students should be at home or involved in projects not supervised by the faculty. (Variations are a faculty-parent day or a faculty-trustee day.) In groups of varying sizes, participants share and discuss experiences, concerns, hopes, plans, and perspectives on such subjects as how to make time for both professional and personal life and what the members of a school faculty provide for each other.

Workshop length. Maximum, two days; minimum, one day

Group size. Unlimited

References. Adelbert Mason, Friends Council on Education, Pa.; (215) 563-2752. Edward Gleason, Noble & Greenough School (Mass.); (617) 326-3700.

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(68) USING COMPUTERS IN ELEMENTARY SCHOOLS (GRADES 6-8)

Leader. Jerry Johnson, University of the Pacific, Stockton, Calif. 95211; (209) 941-0867 (home), (209) 946-2347 (office)

Design and content. This workshop is for elementary school teachers and curriculum specialists. Topics covered include teaching programming to elementary school students, using the computer to enrich subject matter, especially in mathematics, developing computer literacy among students, evaluating educational software, and selecting equipment and materials.

Workshop length. Maximum, one week; minimum, day and a half

Group size. Maximum, 30; minimum, 10

References. Leslie I. Larsen, Jr., The Bush School (Wash.); (206) 322-7978. Louis Knight, NAIS; (617) 723-6900.

(69) WHAT ARE THE "WOMEN'S ISSUES" AT YOUR SCHOOL?

Leader. Ann D. Hutchins, The Blake Schools, 511 Kenwood Pkwy., Minneapolis, Minn. 55405; (612) 377-3879 (home), (612) 377-5800 (office)

Design and content. This flexible program, for faculty members of both sexes, has grown out of the leader's workshops at NAIS conferences for the Council on Women in Independent Schools. Topics include career planning, decision making, reviewing and/or auditing a school for sex bias--in terms of curriculum, programs, administration, and salary--support groups, women in boarding and day schools, and managing stress.

Workshop length. One day

Group size. Maximum, 40; minimum, 10

References. Edes P. Gilbert, The Spence School (N.Y.); (212) 289-5940. Julia A. Williams, The Collegiate Schools (Va.); (804) 740-7077.

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(70) THE COUNSELING APPROACH TO TEACHING

Leader. Stanley H. King, Harvard University Health Services, 75 Mt. Auburn St., Cambridge, Mass. 02138; (617) 495-2042

Co-leaders. Jane Leavy, Janet Sand, Graham B. Blaine, Preston K. Munter, and Douglas H. Powell

Design and content. Teachers and administrators in independent secondary schools often find themselves acting as counselors to students. This workshop consists of lectures, small-group discussions, and counseling demonstrations. The number of workshop leaders varies according to group size and workshop length.

Workshop length. Maximum, three days; minimum, one day

Group size. Unlimited

Reference. Louis Knight, NAIS; (617) 723-6900.

(71) READING, WRITING, AND STUDY SKILLS: GRADES 7-12

Leader. Susan L. Lytle, 7208 Charlton St., Philadelphia, Pa. 19119; (215) 248-2446 (home), (215) 898-8398 (office)

Design and content. Through presentations, demonstrations, experimentation, and small-group work, this workshop explores how the teaching of reading, writing, and study skills across the curriculum can help all students become active, independent learners. Topics covered include motivating students, differences in reading comprehension styles and their implications, developing students' thinking skills in responding to texts, the composing process, using writing as a way of learning, and teaching study skills.

Workshop length. Maximum, five days; minimum, three days

Group size. Maximum, 30; minimum, 13

References. Sarah Ann Donnelly, Association of Independent Maryland Schools; (301) 647-0616. Fran Dagbovie, Cranbrook School (Mich.); (313) 645-3602.

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(72) ALCOHOL AND CHEMICAL USE, ABUSE, AND MISUSE: AN INDEPENDENT SCHOOL PROGRAM

Leader. Ann D. Hutchins, The Blake Schools, 511 Kenwood Pkwy., Minneapolis, Minn. 55405; (612) 377-3879 (home), (612) 377-5800 (office)

Design and content. This workshop on substance use and abuse is tailored to meet individual school's needs. Possible topics include identifying problems, gaining trustee support for a program, determining the faculty's role, building the curriculum, developing student support groups, educating parents, establishing a philosophical position, re-examining school rules, making referrals, and evaluating the program.

Workshop length. Maximum, one day; minimum, two hours

Group size. Maximum, 90; minimum, 10

References. Edes P. Gilbert, The Spence School (N.Y.); (212) 289-5940. Gardner P. Dunnan, The Dalton School (N.Y.); (212) 722-5160.

(73) WORKSHOPS ON MATHEMATICAL PROBLEM SOLVING

Leader. Carol R. Findell, R.F.D. #1, Williams Way, Durham, N.H. 03824; (603) 868-9605 (home), (603) 862-2320 (office)

Design and content. The first of these three workshops, Using Patterns To Help in Problem Solving, shows that patterns can be very useful to the mathematics student. The workshop presents some everyday problems and explains the method of finite differences.

Problem Solving--A Function of Manipulatives shows that using manipulatives makes it easy to build functions and play "guess my rule." Participants explore a problem-solving approach to functions.

In Primary Problems Are Hard To Find--Here's Help, participants receive some problems suitable for grades K-3. They also learn how to use egg cartons, milk cartons, and blocks to teach about open-ended problems and to interest young children.

Workshop length. Maximum, one day; minimum, hour and a half

Group size. Maximum, 50; minimum, 15

Reference. Gordon H. Clem, St. Thomas Choir School (N.Y.); (212) 247-3311.

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(74) TEACHER DEVELOPMENT AND CLASSROOM OBSERVATION

Leader. David Eastburn, 6 Brook Dr., Milton, Mass. 02186; (617) 698-0333 (home), (617) 698-7800, ext. 220 (office)

Design and content. Many teachers and administrators are understandably uneasy about observing, critiquing, and evaluating their colleagues. Workshop participants learn to plan for, undertake, and record classroom observations, as well as how to give feedback--a vital link in the planning-observation-improvement cycle. Using tapes of actual classroom teaching, participants develop an awareness of specific strategies for improving teaching through observation.

Workshop length. Maximum, three hours; minimum, two hours

Group size. Maximum, 60; minimum, 20

Reference. Edes P. Gilbert, The Spence School (N.Y.); (212) 289-5940.

(75) TEACHING ABOUT SEXUALITY: SKILLS AND RESOURCES FOR FAMILY LIFE EDUCATION

Leader. Peggy Brick, 190 W. Hudson Ave., Englewood, N.J. 07631; (201) 568-3652

Design and content. Didactic and experiential, this workshop develops a holistic, life-cycle approach to human sexuality education. Teachers examine their own attitudes and values--as well as common myths about sexuality education--and learn about a number of teaching techniques. They discuss decision-making skills, communication skills, media analysis, resource materials, and how to establish a positive classroom atmosphere.

Workshop length. Maximum, two days; minimum, one day

Group size. Maximum, 75; minimum, 15

References. Eric W. Johnson; (215) 843-0400. Doris Gelman, Dwight-Englewood School (N.J.); (201) 569-9500.

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(76) INTEGRATING WOMEN INTO THE CURRICULUM

Leader. Peggy Brick, 190 W. Hudson Ave., Englewood, N.J. 07631; (201) 568-3652

Design and content. This workshop is for elementary and secondary school teachers, especially those who teach social studies and English. It presents a model and suggests strategies for integrating women into the curriculum in meaningful ways. Participants examine their own curriculum and discover ways they can incorporate into it the experiences of women, women's history, and women's literature.

Workshop length. Maximum, one day; minimum, half day

Group size. Unlimited

References. Eric W. Johnson; (215) 843-0400. Doris Gelman, Dwight-Englewood School (N.J.); (201) 569-9500.

(77) YOU, THE TEACHER

Leader. Peggy Brick, 190 W. Hudson Ave., Englewood, N.J. 07631; (201) 568-3652

Design and content. Workshop participants explore experiences and personality characteristics that influence the development of individual teaching styles and strengths.

Workshop length. Maximum, one day; minimum, half day

Group size. Unlimited

References. Eric W. Johnson; (215) 843-0400. Doris Gelman, Dwight-Englewood School (N.J.); (201) 569-9500.

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(78) EFFECTIVE CLASSROOM MANAGEMENT

Leader. Peggy Brick, 190 W. Hudson Ave., Englewood, N.J. 07631; (201) 568-3652

Design and content. Participants explore a variety of strategies for establishing classroom "norms," encouraging student involvement, making curriculum meaningful, and dealing with group and individual problems. Attending teachers develop case studies and role-playing exercises from their own concerns.

Workshop length. Maximum, two days; minimum, one day

Group size. Unlimited

References. Eric W. Johnson; (215) 843-0400. Doris Gelman, Dwight-Englewood School (N.J.); (201) 569-9500.

(79) MICROCOMPUTERS IN THE FOREIGN LANGUAGE PROGRAM

Leader. John S. Harrison, Baltimore County Public Schools, 212 Aigburth Rd., Towson, Md. 21204; (301) 879-1883 (home), (301) 494-4028 (office)

Design and content. Through lecture, demonstration, and discussion, the workshop introduces foreign language teachers to a broad range of insights on microcomputer hardware and software. The leader presents, discusses, and critiques foreign language programs for the Apple computer. He also discusses other uses of the microcomputer for classroom management and administration--such as word processing, authoring systems, and utilities. When host schools have multiple Apple computers available, the presentation incorporates hands-on experience.

Workshop length. Maximum, two days; minimum, one day

Group size. Maximum, 75

References. James W. Dodge, Northeast Conference on the Teaching of Foreign Languages, Vt.; (802) 388-2598. Sarah Ann Donnelly, Association of Independent Maryland Schools; (301) 647-0616.

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(80) WRITING AND CREATIVITY: AN INTEGRATED ARTS APPROACH

Leader. James M. Carlisle, 29 Woodbury Ln., Acton, Mass.; (617) 263-4922 (home), (617) 269-5800 (office)

Design and content. This workshop is for people of all ages, especially teachers and students interested in creative writing, creativity, and the arts. Through discussion, participation, and exchange of ideas, the workshop provides a sequence of exercises and experiences--including relaxation, music, movement, and drawing--that explore writing and the creative process. Other workshops are also available.

Workshop length. Maximum, three days; minimum, half day

Group size. Maximum, 15; minimum, two

Reference. Jim Chudomel, NAIS; (617) 723-6900.

(81) ADMINISTRATIVE TEAM DEVELOPMENT

Co-leader. Douglas Jennings, Forsyth Country Day School of Winston-Salem, 5501 Shallowford Rd., Lewisville, N.C. 27023; (919) 765-7541 (home), (919) 945-3151 (office)

Co-leader. Peg Madden, Hathaway Brown School, 19600 N. Park Blvd., Shaker Heights, Ohio 44122; (216) 751-0084 (home), (216) 932-4214 (office)

Design and content. Sound school administration involves an interdependent group of people working toward mutual goals. Aimed at a school's administrative group or administrators from two or three schools meeting together, this workshop presents theory, analytical tools, and skills that help a group to function as a team in areas such as planning, communicating, decision making, and defining areas of responsibility and accountability.

Workshop length. Maximum, day and a half; minimum, five hours

Group size. Maximum, 20; minimum, four

Reference. Don Backe, Independent School Management, Del.; (302) 656-4944.

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(82) ON THE WRITING TRACK: LINKING THE TIES THAT BIND

Co-leader. Karen Jogan, 154 Walnut St., Mont Clare, Pa. 19453; (215) 933-8058

Co-leader. Shirley Eaton, Ursinus Collge, Collegeville, Pa. 19426; (215) 489-4111

Co-leader. Donna T. Shute, Albright College, Reading, Pa. 19603; (215) 921-2381

Design and content. This workshop is for all levels of foreign language, ESL, or beginning-level English composition teachers. Participants learn about a series of progressive techniques for teaching and evaluating elementary through advanced writing skills. They also learn how to develop writing activities that can be tailored to their particular needs and linked to other areas of the curriculum.

Workshop length. Maximum, two days; minimum, half day

Group size. Maximum, 50

References. Karin Goldstaub, Albright College, Pa.; (215) 921-2381.

(83) INTEGRATIVE LANGUAGE TESTS: EASY, EFFICIENT, AND EFFECTIVE

Co-leader. Karen Jogan, 154 Walnut St., Mont Clare, Pa. 19453; (215) 933-8058

Co-leader. Shirley Eaton, Ursinus Collge, Collegeville, Pa. 19426; (215) 489-4111.

Design and content. The workshop, which is for foreign language teachers of all levels as well as teachers of ESL and lower-level English, focuses on the uses of many types of integrative and pragmatic language tests, including dictation and tests measuring oral and composition skills. Participants gain hands-on experience in constructing, administering, and objectively evaluating these tests.

Workshop length. Maximum, three days; minimum, half day

Group size. Maximum, 50

References. Karin Goldstaub, Albright College, Pa.; (215) 921-2381.

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(84) CLASSROOM OBSERVATION

Leader. Finlay McQuade, Sewickley Academy, Academy Ave., Sewickley, Pa. 15143; (412) 661-8970 (home), (412) 741-2230 (office)

Design and content. This workshop is for teachers, department heads, and administrators. Through brief written exercises, small-group discussion, role play, and videotapes of classrooms, workshop participants learn how to collect and provide information useful to teachers whose classroom they have observed. The workshop also presents a model for observations that helps a teacher through self-evaluation.

Workshop length. Maximum, three days; minimum, one day

Group size. Maximum, 50; minimum, 10

Reference. Clifford Nichols, Jr., Pennsylvania Association of Independent Schools; (412) 741-5824.

(85) THE 4MAT SYSTEM: TEACHING TO LEARNING STYLES WITH RIGHT/LEFT MODE TECHNIQUES

Co-leader. Bernice McCarthy, Excel, Inc., 600 Enterprise Dr., Suite 101, Oak Brook, Ill. 60521; (312) 382-7272

Co-leader. Susan Morris Leflar, Excel, Inc., 600 Enterprise Dr., Suite 101, Oak Brook, Ill. 60521; (312) 382-7272

Design and content. The workshop acquaints parents, teachers, and administrators with current research on learning styles and right and left brain dominance. Participants learn about the 4Mat System and its classroom applications. Other workshops are also available.

Workshop length. Five to six hours

Group size. Maximum, 100; minimum, 30

References. Gorden Cawelti, Association for Supervision and Curriculum Development, Va.; (703) 549-9110. Paul Salmon, American Association of School Administrators, Va.; (703) 528-0700.

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(86) TEACHING WRITING TO NINTH GRADERS

Leader. Janet Reynolds, Kingswood-Oxford School, 170 Kingswood Rd., West Hartford, Conn. 06119; (203) 698-6026 (home), (203) 233-9631 (office)

Design and content. Writing is a process, not just an end product, as many students believe. Through lecture and hands-on experience, the workshop presents ninth grade English teachers with techniques that enable students to overcome their fear of the blank page, narrow their focus, find support for their ideas, and proofread their work. The workshop also examines difficulties inherent in switching from the oral thinking of our media-dominated society to the literate thinking our society demands for success.

Workshop length. Two hours

Group size. Maximum, 20; minimum, seven

References. Ronald Thorpe, Kingswood-Oxford School (Conn.); (203) 233-9631. Warren Baird, Kingswood-Oxford School (Conn.); (203) 233-9631.

(87) THE WRITING PROCESS

Leader. Harold H. Kolb, Jr., Department of English, Wilson Hall, University of Virginia, Charlottesville, Va. 22903; (804) 293-7398 (home), (804) 924-7105 (office)

Design and content. Designed for high school teachers, this workshop presents an introduction to the problem--not the crisis--of literacy in our society, followed by a discussion of what writing is and how it can be learned and taught. This presentation is tailored to meet the needs of a particular group. Other workshops, on writing and literature, are also available.

Workshop length. Maximum, one week; minimum, half day

Group size. Unlimited

Reference. Robert Chambers, Athens Academy (Ga.); (404) 549-9225.

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(88) ADOLESCENT ALCOHOL ABUSE: POLICY AND ACTION IN THE SCHOOL

Leader. John E. Davis, Dept. of Family Medicine, University of Maryland, Box 36, MSTF, Room 534, 10 S. Pine St., Baltimore, Md. 21201; (301) 628-6926 (home), (301) 528-3525 (office)

Design and content. Alcohol abuse is a critical concern for all schools. This workshop aims to respond to that concern and to bridge the gap between the theoretical and the practical. Topics covered include the school's responsibility, staff training, strategies for dealing with students, parent support and cooperation, and developing and implementing policy that decreases adolescent alcohol abuse. Trustees, administrators, faculty, parents, and students may all participate in the workshop.

Workshop length. Maximum, one day; minimum, half day

Group size. Maximum, 100; minimum, 20

References. Lila Lohr, The Bryn Mawr School (Md.); (301) 323-8800. Mercer Neale, Gilman School (Md.); (301) 323-3800.

(89) TOTAL PHYSICAL RESPONSE: A METHODOLOGY THAT WORKS

Leader. Jeannette D. Bragger, Dept. of French, Penn State University, University Park, Pa. 16802; (814) 355-7444 (home), (814) 865-0214 (office)

Design and content. Through lecture, demonstration, and discussion, this workshop familiarizes language teachers of all levels with the "Total Physical Response" approach to teaching. Participants receive various materials, including guidelines for adapting classroom materials to this method, a bibliography, and samples of student handouts.

Workshop length. Maximum, one day; minimum, two hours

Group size. Maximum, 75; minimum, 10

References. Richard Frautschi, Penn State University; (814) 865-1492. Micheline Dufau, University of Massachusetts, Amherst; (413) 545-1345.

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(90) ARTIST IN RESIDENCE

Leader. Mariella Laguna, 324 Christopher St., Oceanside, N.Y. 11572; (516) 764-0363 (home), (516) 678-5194 (office)

Design and content. Through demonstration of painting and drawing and a historical overview of art since the Middle Ages, the workshop aims to expand participants' understanding and appreciation of the visual arts. Smaller groups may gain actual experience in a variety of media--pencil, charcoal, pastel, oil, and watercolor.

Workshop length. Maximum, five days; minimum, half day

Group size. Maximum, 30; minimum, one

References. Temima Gezari, Board of Jewish Education of Greater New York; (516) 744-2044. Melby Bush, St. Margaret's School (Va.); (804) 443-3357.

(91) TEACHING ART CONCEPTS AND CONTENT

Leader. Turner Rogers, College of Education, University of South Alabama, Mobile, Ala. 36688; (205) 649-4782 (home), (205) 460-6204 (office)

Design and content. Through group lecture and discussion supplemented by slides and hands-on experience, the workshop develops skills in planning and conducting art lessons that teach a number of art concepts. Participants have the opportunity to explore a variety of materials and processes.

Workshop length. Maximum, three days; minimum, half day

Group size. Maximum, 40; minimum, one

References. Beth Dunne, St. Paul's Episcopal School (Ala.); (205) 342-6700. Mary Jo Burgess, Myrtle Grove Center, Fla.; (813) 456-8631.

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(92) STRENGTHENING COMMUNICATION--BETWEEN TEACHERS AND PARENTS, ADMINISTRATORS AND TEACHERS, OR ADULTS AND STUDENTS

Leader. Laura Knox, 2106 21st Ave. S., Nashville, Tenn. 37212; (615) 297-4144 (home), (615) 322-8687 (office)

Design and content. Varying in content according to the group involved and its size, the workshop explores such topics as communication barriers, discipline, parent involvement, and staff development, all in terms of improving communication.

Workshop length. Maximum, three days; minimum, half day

Group size. Unlimited

References. David Hardman, The Potomac School (Va.); (703) 356-4101. Bancroft Greene, First Baptist Church School (La.); (318) 869-2361.

(93) TEAM BUILDING FOR A POSITIVE SCHOOL CLIMATE

Co-leader. Judith C. Mower, 103 Rockford Dr., Syracuse, N.Y. 13224; (315) 446-6441

Co-leader. Jane Wilemon, 845 Livingston Ave. Syracuse, N.Y. 13210; (315) 474-2097 (home), (315) 479-5060 (office)

Design and content. Through brief lectures, self-examination, discussion, and group activities, this workshop teaches participants to work as a team. Topics covered include conflict management, effective listening, group dynamics, and providing support. Workshops are tailored to meet the specific needs of a particular group--a whole staff or any subgroup.

Workshop length. Maximum, two days; minimum, half day

Group size. Maximum, 40; minimum, eight

References. James Songster, Manlius Pebble Hill School (N.Y.); (315) 446-2452. Nancy Craig, Manlius Pebble Hill School (N.Y.); (315) 446-2452.

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(94) THE SYNTHESIZER COMES OF AGE

Leader. Jerome N. Margolis, Harvard School, North Hollywood, Calif. 91604; (213) 785-5116 (home), (213) 980-6692 (office)

Design and content. Through hands-on experience, this workshop provides arts and music teachers (grades 9-12) with a complete explanation of synthesizer equipment and its many applications. Special emphasis in placed on purchasing, setup, course design, and adapting the synthesizer to a variety of school activities.

Workshop length. Maximum, two days; minimum, one day

Group size. Maximum, 25; minimum, five

References. John Luebtow, Harvard School (Calif.); (213) 980-6692. Christopher Berrisford, Harvard School (Calif.); (213) 980-6692.

(95) SOME SUCCESSFUL TECHNIQUES IN TEACHING MATHEMATICS

Leader. Don Cohen, 809 Stratford Dr., Champaign, Ill. 61821; (217) 356-4761

Design and content. Workshop participants learn teaching techniques that enable students to perform basic computation in their heads. The workshop also offers suggestions on how to teach beginning trigonometry to fifth graders and some calculus to sixth and seventh graders.

Workshop length. Maximum, two days; minimum, one day

Group size. Maximum, 25; minimum, 10

Reference. Gordon H. Clem, St. Thomas Choir School (N.Y.); (212) 247-3311.

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(96) THE EFFICIENT AND EFFECTIVE MANAGEMENT OF A SCHOOL--DOS AND DON'TS

Leader. Sidney I. DuPont, 186 Grosse Pointe Blvd., Grosse Pointe, Mich. 48236; (313) 343-0882 (home), (313) 886-1221 (office)

Design and content. This program is designed for three groups--faculty, board, and/or administrators--and each presentation is tailored to its particular audience. Through discussion, visual displays, and case studies, participants study examples of effective and ineffective management practices for different types of schools. Topics covered include curriculum, staffing, plant management, long-range planning, and financial operations.

Workshop length. Maximum, one day; minimum, two hours

Group size. Unlimited

References. Ed Aram, Public Schools, Torrington, Conn.; (203) 489-2327. Frank Albus, Public Schools, Suffield, Conn.; (203) 668-7347.

(97) FOREIGN LANGUAGES FOR SPECIAL PURPOSES: CONVERSATION, COMMUNICATION, AND CULTURAL AWARENESS

Leader. Barbara Lotito, 180 Whitney St., Hartford, Conn. 06105; (203) 232-8196 (home), (203) 241-4850 (office)

Design and content. Aimed at foreign language teachers of junior high and beyond, participants re-examine their own teaching methods and develop curricula and materials for students who are learning languages for specific vocational purposes. Through lecture, discussion, and experiential learning techniques, participants explore the goals and teaching strategies of an integrated language/culture curriculum.

Workshop length. Maximum, three days; minimum, half day

Group size. Maximum, 25; minimum, one

References. Donald Johnson, Public Schools, Stamford, Conn.; (203) 385-4222. Anita Udell, Beaver College, Pa.; (215) 635-5642.

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(98) CAN WE TEACH COPING SKILLS TO STUDENTS?

Leader. Douglas H. Powell, 75 Mt. Auburn St., Cambridge, Mass. 02138; (617) 259-9129 (home), (617) 495-2042 (office)

Design and content. Through lecture, discussion, and participatory learning, the workshop presents a rationale for teaching coping skills and then focuses on stress itself--what it is, the many forms it takes, how to deal with it, how to control it, and how to cope with specific problems, such as eating disorders and substance abuse. Participants also explore ways of integrating coping skills into a range of courses.

Workshop length. Maximum, three hours; minimum, two hours

Group size. Maximum, 100; minimum, 20

Reference. Louis Knight, NAIS; (617) 723-6900.

(99) SCHOOL SCHOLARSHIP SERVICE COMPUTATION WORKSHOP

Leader. Gloria Berenson, Educational Testing Service, Princeton, N.J. 08541; (609) 734-1963

Design and content. Through lecture, discussion, and hands-on experience, the workshop provides School Scholarship Service users--financial aid officers and business managers--with instruction in computing financial analyses. Changes in procedures and forms are described in depth. Participants also have ample opportunity to share experiences and ideas.

Workshop length. One day

Group size. Maximum, 35; minimum, 12

References. R. Barret Coppock, George School (Pa.); (215) 968-3811. Philip McPherson, NAIS; (617) 723-6900.

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(100) A FAMILY-BASED APPROACH TO CORRECTING CLASSROOM BEHAVIOR PROBLEMS AND ACADEMIC PERFORMANCE DEFICIENCIES

Leader. John K. Rosemond, 2559 Pembroke Rd., Gastonia, N.C. 28052; (704) 865-9175 (home), (704) 861-0271 (office)

Design and content. This workshop is for teachers and counselors. Through lecture, discussion, case studies, and rehearsal, participants learn both the theory behind and techniques for solving a broad range of behavioral and academic problems.

Workshop length. Maximum, one day; minimum, half day

Group size. Maximum, 100

References. Rick Michaels, Gaston Day School, N.C.; (704) 864-7744. Lydia Manchester, International City Managers Association, Washington, D.C.; (202) 626-4600.

(101) EVALUATING THE MORAL CLIMATE OF YOUR SCHOOL

Leader. Barbara E. Jones, P.O. Box 780, Nyack, N.Y. 10960; (914) 358-4900

Design and content. This workshop is for faculty, administrators, and trustees. Through presentation and small and large group discussions, participants identify specific aspects of the individual school climate to evaluate its strengths and weaknesses. They also define moral education and put it in context. The workshop results in teacher affirmation and schoolwide commitment to a school-developed values program.

Workshop length. Maximum, two days; minimum, half day

Group size. Maximum, 200; minimum, 10

References. Nick Thacher, New Canaan Country Day School (Conn.); (203) 972-0771. Sarah Ann Donnelly, Association of Independent Maryland Schools; (301) 647-0616.

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(102) CHAIRING MEETINGS

Leader. David Eastburn, 6 Brook Dr., Milton, Mass. 02186; (617) 698-0333 (home), (617) 698-7800, ext. 220 (office)

Design and content. This workshop is for department heads, deans, and faculty. Participants learn how to plan for and lead discussions and meetings that remain focused and constructive and produce high-quality decisions.

Workshop length. Maximum, three hours; minimum, hour and a half

Group size. Maximum, unlimited; minimum, eight

References. William M. Polk, Groton School (Mass.); (617) 448-3363. Edes P. Gilbert, The Spence School (N.Y.); (212) 289-5940.

(103) SUCCESSFUL SCHOOLS FOR YOUNG ADOLESCENTS

Leader. Joan Lipsitz, Suite 223, Carr Mill Mall, Carrboro, N.C. 27510; (919) 929-2077 (home), (919) 966-1148 (office)

Design and content. This workshop is for administrators, teachers, and parents. Through lecture, discussion, and group work, the workshop reviews research in various aspects of early adolescent development. These characteristics are then tied to the literature of effective schools, resulting in a framework for identifying and assessing effective middle-level schools.

Workshop length. Maximum, three days; minimum, one day

Group size. Maximum, 150; minimum, 30

References. Sarah Ann Donnelly, Association of Independent Maryland Schools; (301) 757-6127. Jo Jones, Association for Supervision and Curriculum Development, Va.; (703) 549-9110.

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(104) PEER LEADERSHIP TRAINING

Leader. Sharon Rose Powell, Princeton Day School, P.O. Box 75, Princeton, N.J. 08540; (609) 924-0889 (home), (609) 924-6700 (office)

Co-leader. Lew Gantwerk, 196 Mather Ave., Princeton, N.J. 08540; (609) 452-9331

Design and content. This workshop is for educators and counselors who want to develop peer group support systems in their schools. Through small-group activities and lectures on group development, leadership styles, and theories of group dynamics, the workshop helps participants design group leadership programs for their particular schools. Consulting services and materials are available to schools starting their own programs.

Workshop length. Maximum, two days; minimum, one day

Group size. Maximum, 40; minimum, 10

Reference. Philip McPherson, NAIS; (617) 723-6900.

(105) MAKING AND USING A SCATTERGRAM MODEL OF ADMISSION REALITY IN YOUR COLLEGE COUNSELING

Co-leader. Daniel C. Tyson, The Armand Hammer United World College, Montezuma, N.M. 87731; (505) 454-1461

Co-leader. Timothy L. McCabe, Northfield Mount Hermon School, Northfield, Mass. 01360; (413) 498-5873 (home), (413) 498-5311 (office)

Design and content. Through illustrated lecture and discussion, the workshop introduces participants to a theory of college counseling that holds that (1) the college counselor should act as a coach to the student's decision-making process, (2) schools can provide realistic admission models to inform students' application decisions, and (3) students can be taught how to evaluate themselves and their records as an admission officer would. Workshop participants learn how to produce the model and related materials.

Workshop length. Maximum, one day; minimum, half day

Group size. Maximum, 40; minimum, one

Reference. Thomas D. Tilson, Northfield Mount Hermon School (Mass.); (413) 498-5311.

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(106) LONG-RANGE PLANNING WITHIN A DEVELOPMENT CONCEPT

Leader. Richard J. Burke, 125 Market St., Hartford, Conn. 06103; (203) 421-4789 (home), (203) 522-3169 (office)

Design and content. Long-range planning is not and should not be an end in itself. Designed to be motivational as well as instructive, this workshop offers school administrators and board members step-by-step guidance for school planning. Sessions focus on considerations necessary for successful long-range planning--school philosophy, mission statement, enrollment, staffing, curriculum, plant and facilities, and finances, placing them in the context of total development.

Workshop length. Maximum, four hours; minimum, hour and three quarters

Group size. Unlimited

References. Bruno V. Manno, National Catholic Educational Association; (202) 293-5954. The Rev. Robert Yeager, National Catholic Educational Association; (202) 293-5954.

(107) IMPROVING WRITTEN COMPOSITION

Leader. Billie Chambers, Educational Improvement Center South, 207 Delsea Dr., RD #4, Sewell, N.J. 08080; (609) 228-6000

Design and content. Designed for teachers and administrators of elementary and secondary schools, the workshop teaches participants how to set objectives for teaching writing, how to plan and teach effective writing lessons, and how to develop a practical and efficient system of evaluation. Sentence development is emphasized, as are techniques for improving students' spelling, punctuation, and usage skills.

Workshop length. Maximum, three days; minimum, one day

Group size. Maximum, 40; minimum, five

Reference. Sherwood S. Wilson, Educational Improvement Center South, N.J.; (609) 228-6000.

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(108) CHILDREN AND MATHEMATICS

Leader. Manon P. Charbonneau, 417 Bishop's Lodge Rd., Santa Fe, N.M. 87501; (505) 983-9609

Design and content. Through discussion and hands-on experience, this workshop for elementary school teachers discusses mathematics materials and activities for children as well as findings in current brain research and optimal learning conditions.

Workshop length. Maximum, five days; minimum, one day

Group size. Maximum, 25

References. Gordon H. Clem, St. Thomas Choir School (N.Y.); (212) 247-3311. Adele Rammelmeyer, The Sunset Hill School (Mo.); (816) 531-4529.

(109) WRITING WORKSHOP

Leader. Carol Burnes, 140 Chestnut St., Weston, Mass. 02193; (617) 891-0869

Design and content. This workshop is for adults wishing to develop more effective writing skills. Participants work individually with the leader to produce finished work, focusing on various elements--voice, tone, overall objectives, clarity, and construction--and revising, to find new dimensions and directions within the written piece.

Workshop length. Maximum, two and a half hours; minimum, one hour

Group size. Maximum, 25; minimum, four

References. Chet Delani, Haynes School, Mass.; (617) 443-9974. Virginia Slep, Suburban Arts Council, Wayland, Mass.; (617) 358-24778.

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(110) CONFLICT RESOLUTION FOR TEACHERS AND ADMINISTRATORS

Leader. Dulany O. Bennett, 126 E. Sedgwick St., Philadelphia, Pa. 19119; (215) 849-5622 (home), (215) 848-5714 (office)

Design and content. Through discussion, role play, and lecture, this workshop helps teachers and administrators identify and solve various types of conflicts that can arise among them as well as among parents and students.

Workshop length. Half day

Group size. Maximum, 80; minimum, 25

References. David Mallery, NAIS; (215) 242-0731. Robert Hallet, Friends' Central School (Pa.); (215) 649-7440.

(111) COMPUTER-ASSISTED SCHEDULING

Leader. Wade C. Stephens, Box 6068, Lawrenceville, N.J. 08648; (609) 896-1738 (home), (609) 886-1844 (office)

Design and content. This workshop considers various methods--particularly computer programming--for planning and producing class schedules and accomplishing related tasks. Participants run computer programs as part of the workshop. No previous experience with computers is necessary.

Workshop length. Maximimum, two hours; minimum, one hour

Group size. Maximum, 30; minimum, three

References. Harry Smith, The Fieldston School (N.Y.); (212) 543-5000. Sr. de Lourdes, Stuart Country Day School of the Sacred Heart (N.J.); (609) 921-2330.

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(112) MOTIVATING STUDENTS TO LEARN

Leader. Robert C. Hawley, 4 Amherst Rd., R.R. #2, Amherst, Mass. 01002; (413) 253-3582

Design and content. Through large- and small-group discussion, demonstration, activities, and brief lectures, workshop participants learn how to incorporate basic motivational techniques into their teaching. The workshop also suggests ways to increase students' responsibility and self-discipline, allowing more time to be devoted to curriculum content.

Workshop length. Maximum, three days; minimum, one hour

Group size. Unlimited

References. Richard Malley, Blair Academy (N.J.); (201) 362-0783. Herbert B. Moore, Tilton School (N.H.); (603) 286-4342.

(113) LIBERATING THE SLAVISH PEN: FREEING EXPRESSION IN SPECIAL STUDENTS

Leader. Heidi Ann Schneider, 2312 Lyndale Ave., S., #307, Minneapolis, Minn. 55405; (612) 377-2625 (home), (612) 377-5000 (office)

Design and content. Using case studies, examples of student work, and materials found to stimulate exceptional writing in special students--both gifted and learning disabled--the workshop demonstrates ways to improve language and thinking skills through various types of writing--composition as well as poetry, dialogue, and expository essays.

Workshop length. Maximum, two hours; minimum, one hour

Group size. Maximum, 50; minimum, 10

Reference. Donald Jacobs, Kents Hill School (Me.); (207) 685-4914.

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(114) LANGUAGE DEVELOPMENT: THE PASSEPARTOUT TO READING COMPREHENSION AND EXPOSITORY WRITING

Leader. Priscilla L. Vail, Guard Hill Rd., Bedford, N.Y. 10506; (914) 234-7423 (home), (914) 666-5156 (office)

Design and content. Receptive language is a cornerstone of intellectual growth and psychosocial development; expressive language is the bridge between rumination and communication. Understanding both language functions enables educators to plan for genuine reasoning and comprehension over and above accuracy in the mechanical aspects of reading, writing, spelling, and computation. This workshop offers educators of grades K-8 a distillation of current research and practical suggestions for implementation by classroom teachers as well as specialists.

Workshop length. Maximum, two days; minimum, half day

Group size. Maximum, 40; minimum, 12

Reference. Catherine Angle, Orton Dyslexia Society, N.Y.; (212) 691-1930

(115) THE ATYPICAL LEARNER IN THE REGULAR CLASSROOM

Leader. Priscilla L. Vail, Guard Hill Rd., Bedford, N.Y. 10506; (914) 234-7423 (home), (914) 666-5156 (office)

Design and content. This workshop, for educators of preschool through sixth grade students, describes current research in the early identification of atypical learning patterns to recognize the learning disabled child, the gifted child, and that heretofore underacknowledged group--the gifted disabled. There will be specific suggestions for classroom teachers eager to reach and to nourish these children.

Workshop length. Maximum, two days; minimum, half day

Group size. Maximum, 100; minimum, 10

References. Blair Stambaugh, The Baldwin School (Pa.); (215) 525-2700. James T. Jeffers, Highlands Day School (Ala.); (205) 956-9732.

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(116) ON ADMISSION, TESTING, AND TEACHING

Leader. Priscilla L. Vail, Guard Hill Rd., Bedford, N.Y. 10506; (914) 234-7423 (home), (914) 666-5156 (office)

Design and content. This workshop explores the pros and cons of several different admission procedures and criteria in order to help a school develop or evaluate its own. It then explores procedures for testing enrolled students--which learning patterns are important to monitor, which instruments may be used, and how best to use the results. The workshop also considers how admission information and test results can help teachers, administrators, parents and, above all, students.

Workshop length. Maximum, two days; minimum, half day

Group size. Maximum, 100; minimum, 10

Reference. Jane Healey, Hathaway Brown School (Ohio); (216) 932-4214.

(117) WHAT ELSE CAN ONE DO WITH A MICROCOMPUTER IN SCHOOLS BESIDES PROGRAMMING AND INSTRUCTING?

Leader. Caleb Gattegno, 63 E. 9th St., New York, N.Y. 10003; (212) 982-8108 (home), (212) 674-2988 (office)

Design and content. This workshop demonstrates many different ways in which the microcomputer can be used to meet educational challenges and to save time and money. Participants are introduced to "coursewares," educational software developed by the leader for elementary math and foreign language, which differs from computer-assisted instruction.

Workshop length. Maximum, five days; minimum, three days

Group size. Maximum, 200; minimum, 50

Reference. Gordon H. Clem, St. Thomas Choir School (N.Y.); (212) 247-3311.

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(118) DEMYSTIFYING PLANNED GIVING

Leader. Philip F. McKean, W. Mountain Rd., Bernardston, Mass. 01337; (413) 648-9611 (home), (413) 498-5311, ext. 333 (office)

Design and content. The language and concepts of "planned giving" sometimes confuse, frighten, or antagonize those who could benefit from it--both schools and donors. Using metaphors from the educational mission of our schools, this workshop seeks to transform cultural attitudes about making and receiving gifts.

Workshop length. Maximum, hour and a half; minimum, 50 minutes

Group size. Maximum, 100; minimum, 10

References. Rebecca Huntington, St. Mark's of Southborough (Mass.); (617) 485-0050. Kingston Herbert, Milton Academy (Mass.); (617) 698-7800

(119) LEADERSHIP TRAINING FOR DORMITORY RESIDENTS

Leader. Chuck Duncan, Milton Academy, 170 Centre St., Milton, Mass. 02186; (617) 698-7800

Design and content. Through lecture, discussion, small-group activities, and structured role play, the workshop identifies the major tasks of the adult living in a dormitory with young people. The workshop seeks to build connections between the developmental needs of both the young people and the adults who elect to live in these temporary communities called dormitories. Personal financial planning for dormitory personnel is also discussed.

Workshop length. Four days, usually in late August

Group size. Maximum, 75; minimum, 60

References. John Ratte, The Loomis Chaffee School (203) 688-4934. John Tyrer, Asheville School (N.C.); (704) 254-6345.

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(120) A PIAGET PERSPECTIVE

Leader. Eleanor Duckworth, Graduate School of Education, Harvard University, Cambridge, Mass. 02138; (617) 497-7417 (home), (617) 495-3441 (office)

Design and content. This workshop is for teachers, administrators, and parents of children aged five through fourteen. After spending some time working with children--as many as possible should be present--participants discuss possible interpretations of what the children have said and done as well as the implications thereof.

Workshop length. Maximum, two days; minimum, half day

Group size. Maximum, 40; minimum, 10

References. Gordon H. Clem, St. Thomas Choir School (N.Y.); (212) 247-3311. Richard Mandel, The Miquon School (Pa.); (215) 828-1231.

(121) MATH THROUGH ART

Leader. Robert Wilcutt, 47 Appleton St., Boston, Mass. 02116; (617) 482-7284 (home), (617) 353-3285 (office)

Design and content. Through work with geometric patterns--seeing what patterns can evolve--teachers of grades K-12 learn how mathematical problem solving can lead to creative art work. Participants should bring their own colored pencils, magic markers, and creative ideas.

Workshop length. Maximum, two days; minimum, half day

Group size. Maximum, 40; minimum, 10

References. Pat Davidson, University of Massachusetts, Boston; (617) 924-6542. Gordon H. Clem, St. Thomas Choir School (N.Y.); (212) 247-3311.

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(122) WORKSHOP ON LANGUAGE AND THINKING

Leader. John Paskus, Simon's Rock of Bard College, Great Barrington, Mass. 02130; (413) 528-4146 (home), (413) 528-0771 (office)

Design and content. This experiential workshop, for secondary school and college teachers in all disciplines and students, provides a variety of methods and strategies for improving students' writing and reasoning abilities. Teachers and students work together on writing--poetry, essays, paragraph development--and critical textual analysis. This program has been designed by faculty and associates of the Bard Institute for Language and Thinking.

Workshop length. Maximum, four days; minimum, one day

Group size. Maximum, 25; minimum, eight

References. Karen Conklin, Lenox Memorial High School, Mass.; (413) 637-1531. Elizabeth Powell, The Mercersburg Academy (Pa.); (717) 328-2151.

(123) MIDDLE SCHOOL SCIENCE PROJECTS

Leader. Sol Rubenstein, 3029 Dahlgren Ave., Los Angeles, Calif. 90066; (213) 398-2226 (home), (213) 984-0330 (office)

Design and content. Through slides, a short movie, and handouts, the workshop gives specific suggestions for science projects that can be carried out in middle schools. Goals and skills involved--research, construction, material evaluation, and presentation--are also discussed.

Workshop length. Maximum, one hour; minimum, half hour

Group size. Maximum, 60; minimum, 10

References. William Ritz, California State University at Long Beach; (213) 498-4801. James Astman, Oakwood School (Calif.); (213) 984-0330.

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(124) EVERY TEACHER TEACHES READING

Leader. Jane M. Healy, Hathaway Brown School, 19600 N. Park Blvd., Shaker Heights, Ohio 44122; (216) 946-2446 (home), (216) 932-4214 (office)

Design and content. This workshop provides an update on current research in reading as well as practical suggestions for improving students' reading skills that should help teachers of all grade levels and subjects--including mathematics. Participatory experiences, handouts, and discussion illustrate both the nature of skilled reading and the problems that may arise for independent school students. An evening seminar for parents may also be included, focusing on how they can encourage their child's reading development.

Workshop length. Maximum, two days; minimum, half day

Group size. Maximum, 100; minimum, 10

References. Priscilla Vail, Rippowam-Cisqua School (N.Y.); (914) 666-5156. Suzanne Kent, Hawken School (Ohio); (216) 382-8800.

(125) TESTING: ADMISSION AND BEYOND

Leader. Jane M. Healy, Hathaway Brown School, 19600 N. Park Blvd., Shaker Heights, Ohio 44122; (216) 946-2446 (home), (216) 932-4214 (office)

Design and content. This workshop, tailored to the needs of the individual school, helps teachers and administrators select, use, and interpret various tests for admission decisions and educational planning to their greatest advantage. Topics may include testing language development and information processing styles, evaluating the preschool or kindergarten child, and predicting readiness.

Workshop length. Maximum, one day; minimum, half day
Group size. Maximum, 50; minimum, 10

References. Marjo Talbott, NAIS; (617) 723-6900. Kate Masson Mecca, The Katharine Branson School--Mount Tamalpais School (Calif.); (415) 454-3612.

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(126) SEX EDUCATION: WHAT, WHEN, HOW, AND BY WHOM?

Leader. Eric W. Johnson, 6110 Ardleigh St., Philadelphia, Pa. 19138; (215) 848-3238 (home), (215) 843-0400 (office)

Design and content. This workshop is tailored to meet individual schools' needs, depending in part on whether a sex education program already exists. Through brief lectures, small-group discussions, demonstration classes--with participants as the class--and question-and-answer sessions, participants explore reasons for teaching sex education, what to teach and at what grade level, who should teach it and how, working with parents, pitfalls, and how to get into the subject without getting into trouble.

Workshop length. Maximum, one day; minimum, an afternoon or an evening

Group size. Unlimited

References. David Mallery, NAIS; (215) 242-0731. Jim Chudomel, NAIS; (617) 723-6900.

(127) WHAT KINDS OF TEACHING STIMULATE LEARNING AND DEVELOP CHARACTER?

Leader. Eric W. Johnson, 6110 Ardleigh St., Philadelphia, Pa. 19138; (215) 848-3238 (home), (215) 843-0400 (office)

Design and content. Through brief lectures and different group discussions based on specific tasks and the participants' own experiences, this workshop focuses on methods of teaching, not subject matter. Topics covered fall in two spheres--stimulating learning and developing character. The first includes the differences between teaching and learning, methods of teaching, allowing for different learning styles, and promoting independence from the teacher. The second deals with the basis of character, discipline, learning from mistakes and crises, and developing values. Participants may be from one or more schools or grade levels (K-12).

Workshop length. Maximum, one day; minimum, an afternoon or an evening

Group size. Maximum, 125; minimum, 20

References. David Mallery, NAIS; (215) 242-0731. Jim Chudomel, NAIS; (617) 723-6900.

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(128) TEACHING ACHIEVEMENT MOTIVATION, THE BASIC BASIC

Leader. Eric W. Johnson, 6110 Ardleigh St., Philadelphia, Pa. 19138; (215) 848-3238 (home), (215) 843-0400 (office)

Design and content. Achievement motivation is called "the basic basic," because without it we are mere pawns or blobs. Through short lectures, different group discussions, and sample exercises and games, participants explore in depth how to teach students to think and act like achievers and thus to become more highly motivated to achieve, both in school and later in life.

Workshop length. Maximum, one day; minimum, an afternoon or evening

Group size. Maximum, 125; minimum, 20

References. David Mallery, NAIS; (215) 242-0731. Jim Chudomel, NAIS; (617) 723-6900.

(129) A PRACTICAL SEMINAR IN INDEPENDENT SCHOOL ADMINISTRATION

Co-leader. Edward J. Fox, Jr., Charlotte Latin School, P.O. Box 6143, Charlotte, N.C. 28207; (704) 366-8386 (home), (704) 847-4401 (office)

Co-leader. James P. Hendrix, Jr., Greensboro Day School, P.O. Box 9361, Greensboro, N.C. 27408; (919) 274-6096 (home), (919) 288-8590 (office)

Co-leader. F. Robertson Hershey, Durham Academy, 3601 Ridge Rd., Durham, N.C. 27705; (919) 489-0871 (home), (919) 489-6569 (office)

Design and content. This workshop is for anyone involved in any level of school administration. Through group discussion and exercises, sessions provide practical work in and a viewpoint of independent school administration. Special emphasis is placed on relations among people, setting priorities of time and money, planning, and the roles of the head, administrators, and board of trustees.

Workshop length. Maximum, three days and two evenings; minimum, one day and one evening

Group size. Maximum, 40; minimum, 20

Reference. J. Russell Frank, Mid-South Association of Independent Schools; (404) 396-6881.

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ABOUT THE WORKSHOP LEADERS

Richard E. Barbieri (19), executive director of the Independent School Association of Massachusetts, taught English for 15 years. He has written several articles and texts on writing instruction, and his book review column, "Independent Reading," appears in Independent School magazine.

Timothy Barclay (5), a graduate of Princeton (A.B.) and Harvard (M.Ed.), has taught math and science and developed curriculum at both the elementary and secondary level. He is director of the computer resource center at Technical Education Research Centers, in Massachusetts.

Mary Belenky (45), co-director of the Education for Women's Development Project, holds a doctorate and is a developmental psychologist. She has been a teacher, researcher, and administrator.

Dulany O. Bennett (36, 110) is a graduate of Swarthmore College (B.A.) and the University of Pennsylvania (M.A. in educational administration). She has had more than 15 years' teaching and administrative experience in Quaker schools and is now dean of faculty at Germantown Friends School (Pa.).

Gloria Berenson (99) graduated from Trenton State College (B.A., M.Ed.). She has also done graduate work there and at Rutgers University. She is program director of the School Scholarship Service, a part of Educational Testing Service.

Steve Bergen (22) is founder of The Teaching Company, in Brookline, Massachusetts. He was a programmer and consultant for The Williamson Group, in Cambridge, Massachusetts. Before that, he was chairman of the math department at Wooster School (Conn.), where in 1975 he began a program for educational and administrative computing.

Graham B. Blaine (70), formerly a member of the Harvard University Health Services counseling staff, now works in a private practice, in Massachusetts.

Chuck Boothby (61) received a B.A. in philosophy from Beloit College. He has taught English in Ethiopia, with the Peace Corps, and in Maine public schools. He is head of the English department at Moorestown Friends School (N.J.).

Charles J. Boyle (14) received his Ph.D. from the University of Wisconsin and has three degrees in American Literature and English. He is professor of English at Springhill College, in Alabama.

Harry Bradley (21) is a licensed psychologist. In addition to being a director of counseling at John Burroughs School (Mo.), he works in a private practice.

Jeannette D. Bragger (89) received her Ph.D. in French literature at the University of California at Santa Barbara. She specializes in literature, civilization, and language acquisition, emphasizing pedagogy.

Peggy Brick (75, 76, 77, 78) has an M.Ed. She has taught behavioral science for more than 15 years and is certified to teach psychology as well as sexuality education. She is a teacher at Dwight Morrow High School, in New Jersey.

Richard J. Burke (106) is financial planning consultant for the National Catholic Educational Association. He is also editor and publisher of the Catholic School Management Letter and business planning coordinator for Catholic schools in the archdiocese of Hartford.

Carol Burnes (1, 109) is a published poet and storyteller. A graduate of Boston University (B.A. in history and English literature, M.Ed.), she has taught in both public and independent schools for nearly 20 years, first as a classroom teacher and then as a creative writing specialist. She works with professional writers as well.

Peter V. Buttenheim (10, 30) is head of Berkshire Country Day School (Mass.). He has been involved with the beginning teacher institutes since their inception.

James M. Carlisle (80), an alumna of Yale University (B.A.), has done graduate work at Harvard and Wesleyan universities and Lesley College, where he is now completing an M.A. He teaches English and creative writing and is head of the English department at The Fenn School (Mass.).

Billie Chambers (107), who has 20 years' experience as a teacher and administrator at all levels, has earned degrees in English, social studies, elementary education, and administration. She is director of staff development at Educational Improvement Center South, in New Jersey.

Manon P. Charbonneau (108), a graduate of Bard College (B.A.) and the University of New Mexico (M.A.), has many years' experience teaching and researching various areas of mathematics education. He is founder and director of The Learning Center at Santa Fe.

Blythe Clinchy (45), co-director of the Education for Women's Development Project, holds a doctorate and is a developmental psychologist. She has been a teacher, researcher, and administrator.

Don Cohen (53, 95) has taught mathematics and developed curriculum at all levels. He is author of Mathematics via the Geoboard and Maths Mini-Lab and editor of People's Great Math.

Robert E. Colclough (11), a marriage and family therapist, has an M.A. in clinical psychology. He has taught and coached track in secondary schools.

Louise M. Conley (46, 47) is a licensed clinical psychologist who has been a teacher and administrator in independent schools for more than 15 years. She is director of counseling, admissions, and the summer program at Kent Place School (N.J.) and has a small private practice.

Aylett Cox (48) is a certified Gillingham teacher and holds advanced degrees in English, French, psychology, and special education. She has taught students and teachers at The Hockaday School (Tex.), the Scottish Rite Hospital, and the Dean Learning Center, in Dallas, where she is director of alphabetical phonics teaching programs.

Stephen Davenport (30) is head of The Athenian School (Calif.) and a member of NAIS's board of directors.

John E. Davis (88) graduated from the University of Virginia (B.A.), Harvard Divinity School (M.A.), Southeastern Theological Seminary (B.D.), and Boston University (Ph.D.). A member of the department of family medicine at the University of Maryland, he is now director of the alcohol and drug abuse program there.

Henry Drewry (41), who holds an M.A. from Teachers College, Columbia University, has taught history and been a social studies department chairman. He is director of the teacher preparation program and professor of history at Princeton University, in New Jersey. He is also a member of NAIS's board of directors.

Eleanor Duckworth (120), a graduate of Colby College (B.A.), completed her doctorate in education at the University of Geneva. She has done graduate work in child psychology.

Chuck Duncan (119) is a graduate of Boston College (B.A., M.Ed.). A college counselor and veteran dormitory resident at Milton Academy (Mass.), he started the Leadership Training for Dormitory Residents program in 1977.

Sidney I. DuPont (96) graduated from Central Connecticut State College (B.S., M.S.) and the University of Connecticut (Ph.D.). His experience includes 10 years as a public school principal and superintendent and eight years as an independent school head and assistant head. He is now head of Grosse Pointe Academy (Mich.).

David Eastburn (74, 102), a graduate of Cambridge and Columbia universities, is chairman of the department of modern languages at Milton Academy (Mass.).

Shirley Eaton (82, 83) is assistant profesor of romance languages at Ursinus College, in Pennsylvania. She is developing materials for publication on relating writing skills to other areas of the curriculum.

Carol R. Findell (73) holds a B.A. in mathematics and an M.S. for teachers in mathematics from the University of New Hampshire. She is a candidate for an Ed.D. in mathematics education at Boston University.

William Fitzgerald (15) earned his Ph.D. in mathematics education from the University of Michigan. He has taught at both the secondary and college level and is now professor of mathematics at Michigan State University.

Edward J. Fox, Jr., (129) graduated from Rice (B.A.) and Johns Hopkins (M.A.T.) universities and earned his Ed.D. from Nova University. He has more than 25 years' experience as a teacher and administrator and is head of Charlotte Latin School (N.C.).

Lew Gantwerk (104) is an educational consultant.

Caleb Gattegno (4, 117) has worked to improve the teaching of mathematics at all levels, using films and producing his own, for more than 40 years. He has also involved himself in the teaching of foreign language, special education, and, more recently, the uses of television and the computer in education.

Ronald Goba (19) has more than 20 years' experience in public education. He is chairman of the National Council of Teachers of English Conference of Secondary School English Department Chairmen and coordinator of English services, grades K-12, for Hingham Public Schools, in Massachusetts.

Nancy Goldberger (45), co-director of the Education for Women's Development Project, holds a doctorate and is a developmental psychologist. She has been a teacher, researcher, and administrator.

John S. Harrison (79) supervises the foreign language program of the Baltimore County public schools, one of the largest school systems in the United States. He is a candidate for a doctorate in educational administration and supervision at the University of Maryland and is a member of the board of directors of the Northeast Conference on the Teaching of Foreign Languages.

Robert C. Hawley (9, 112) has earned degrees from Bowdoin College (B.A.), Wesleyan University (M.A.), and the University of Massachusetts (Ed.D.). His publications include Human Values in the Classroom, Building Motivation in the Classroom, and Achieving Better Classroom Discipline. He is director of Education Research Associates, in Massachusetts.

Jane M. Healy (63, 124, 125) graduated from Smith College (A.B.) and earned her M.A. in reading at John Carroll University and her Ph.D. in educational psychology at Case Western Reserve University. She has written many articles and is author of Drawing on the Right Side of the Brain.

Douglas Heath (3) earned his Ph.D. at Harvard University and is now professor of psychology at Haverford College. He has written four books and numerous articles on maturing youth, adult effectiveness, and different educational topics.

Harriet Heath (57) graduated from Cornell College (B.A.) and Bryn Mawr College (Ph.D. in human development). A psychologist, she is director of curriculum development for the Education for Parenting program, in Philadelphia.

James P. Hendrix, Jr., (129) is a graduate of Davidson College (B.A.) and Louisiana State University (M.A., Ph.D.). He is now head of Greensboro Day School (N.C.).

F. Robertson Hershey (129) graduated from Williams College (B.A.) and the University of Virginia (M.Ed.). He is head of Durham Academy (N.C.).

Todd Horn (35) is a graduate of Dartmouth College (B.A.) and Harvard University (M.Ed.). He has directed outdoor educational programs and trained Youth Conservation Corps Camp personnel. He is academic dean at The Colorado Springs School (Colo.).

Alan N. Houghton (10) is executive director of the Connecticut Association of Independent Schools. He has been involved with the beginning teacher institutes since their inception.

W. F. Hullihan (40), author, filmmaker, and national consultant, received his Ed.D. in educational sociology from the University of Florida. He taught in secondary schools for nearly 10 years and is now associate professor at Florida Atlantic University.

Ann D. Hutchins (69, 72), a graduate of Smith College (B.A.) and Columbia University (M.A.), is a social studies teacher and coordinator of the drug program at The Blake Schools (Minn.).

Ronald Hyman (37), professor of education at Rutgers University, in New Jersey, has taught both elementary and secondary classes. He has written widely on teaching and supervision and has been an active member of the Association for Supervision and Curriculum Development.

Nancy G. Janus (7) recently completed her Ed.D. She has been a school psychologist and is a member of the American Psychological Association, the American Personnel and Guidance Association, and the National Association of School Psychologists.

Douglas Jennings (31, 32, 33, 81) holds an M.A. in educational administration from Columbia University and an M.A. in counseling from Montclair State College. He is director of the upper school at Forsyth Country Day School of Winston-Salem (N.C.).

Karen Jogan (82, 83) is associate professor of Spanish at Albright College, in Pennsylvania. She is developing materials for publication on relating writing skills to other areas of the curriculum.

Eric W. Johnson (29, 126, 127, 128), a faculty member at Germantown Friends School (Pa.), has been a teacher of English, history, and sex education for more than 40 years. He has taught in several independent schools and has served in various adminstrative posts. He is the author of How To Achieve Competence in English, Life into Language, You Are the Editor, Improve Your Own Spelling, Teaching School: Points Picked Up, and, most recently, Evaluating the Performance of Trustees and School Heads.

Jerry Johnson (68), formerly coordinator of computer education at The Bush School (Wash.), has more than a dozen years' experience working with elementary and secondary school teachers and students using computers. He is assistant professor at University of the Pacific, in California.

Paul R. Johnson (21), a psychotherapist, has a B.A. in philosophy and an M.A. in child psychology. Before moving to private practice, he was assistant to the head at Community School (Mo.).

Barbara E. Jones (101) is a graduate of Smith College (B.A.) and Union Theological Seminary, Columbia University (M.A., Ph.D.). She is director of the Council for Religion in Independent Schools.

Don Jones (48) works at the Dean Learning Center, in Dallas.

Waldo B. Jones (59), director of the lower school at Rippowam-Cisqua School (N.Y.), is a former classroom teacher. She has supervised curriculum-designed courses, worked on faculty development, and planned workshops for parents.

Stanley H. King (70) is a psychologist at Harvard University Health Services, in Massachusetts.

Laura Knox (92) graduated from Vanderbilt University (B.A.) and Peabody College (M.A.). She is director of the Parent Involvement Project, at Peabody College, in Tennessee.

Harold H. Kolb, Jr., (87) is professor of English at the University of Virginia at Charlottesville. He is a graduate of Amherst College (A.B.), the University of Michigan (M.A.), and Indiana University (Ph.D.).

Patricia S. Koppman (39, 42, 43) taught in San Diego schools for 16 years. She served as chairman of the Parents and Reading Committee and as board member of the International Reading Association. Now a consultant and lecturer, she is also author of the parent/home component for the Ginn Reading Program and publisher of The Connection, a home/school newsletter.

Mariella Laguna (90), an artist and art teacher, graduated from New York University with a B.A. in architecture. She has studied painting at The New School, Brooklyn Museum of Art School, Pratt Graphic Center, and Adelphi University.

Robert F. Lawler (62) holds a B.A. in mathematics as well as an M.A.T. and C.A.S. in mathematics education. He has taught in independent schools for more than 20 years.

Jane Leavy (70), formerly a member of the Harvard University Health Services counseling staff, now works in a private practice, in Massachusetts.

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